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ABSTRACT

The Women in Technology (WIT) program at Texas' El Paso Community College (EPCC) was established to recruit women into nontraditional occupations, offering technical education, services to help retain women, and community outreach efforts to help change attitudes. This report describes outcomes for the 1998-99 fiscal year, focusing on six WIT objectives, activities undertaken to achieve them, and measures used to determine effectiveness. Introductory sections describe the program and general outcomes, indicating that over the past 10 years, the number of women enrolled in technical fields at EPCC has more than doubled. Next, activities and performance measures for 1998-99 are presented for the following five objectives: (1) participate in efforts to address the issues involved in changing social attitudes regarding women's needs and abilities; (2) provide career information on nontraditional technical/vocational careers; (3) provide individual academic, personal and financial support to women students in nontraditional classes; (4) maintain a mentoring system for WIT students involving successful female community role models; (5) provide work experience opportunities to four single parents, displaced homemakers, sex bias, or pregnant nontraditional majors. Appendices contain a program flyer, a WIT brochure, an application packet, course syllabi, commencement programs and a student survey. (VWC)

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"Taking women into the next millenium..."

Women in Technology

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WOMEN IN TECHNOLOGY

TITLE:	*El PASO COMMUNITY COLLEGE WOMEN IN TECHNOLOGY*
PUBLISHER:	*WIT EQUITY AND OPPORTUNITY PROGRAM STAFF*
DATE:	***AUGUST 31, 1999***
AUTHOR:	*VICTORIA DI BENEDETTO, WIT PROGRAM DIRECTOR*
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P O Box 20500
El Paso, Texas 79998-0500
915-831-2000

Women in Technology
El Paso Community College
P. O. Box 20500
El Paso, Texas 79998
September 1, 1999

Mita Gosdin
Program Specialist
Texas Higher Education Coordinating Board
Community and Technical Colleges
7745 Chevy Chase Drive, Building V
Austin, Texas 78711-2788

Dear Ms. Gosdin:

In accordance with the El Paso Community College's Women in Technology (WIT) Equity and Opportunity Program Projects issued through the Texas Higher Education Coordinating Board, enclosed please find the end of the year report for the fiscal year 1998-1999. The format is in compliance with the operational format listed in the grant application.

The primary purpose of the WIT program is to recruit women into nontraditional occupations through technical/vocational education and training. Credit areas include Automotive Technology, Drafting, Electronics, Fire Technology, Environmental Technology and Heating/Air Conditioning (HVAC). Non-credit areas include Industrial Maintenance, Materials Handling and Warehouse Operations, Plastics Technology, Precision Machining, Quality Technology and Sewing Machine Repair. Nontraditional areas, both credit and non-credit, are prescribed by the Texas Higher Education Coordinating Board and are reflective of student enrollment.

To further supplement WIT's support services, corporate funding has also been utilized. For the past seven years, the Boeing Company has awarded a tuition and support services fund to WIT for financially disadvantaged students who cannot qualify for funding through PELL grants or through JTPA funding.

In summary, the WIT Equity and Opportunity Program have provided the activities and services outlined below. **Part I** relates to the Equity/Mentorship/Internship program and **Part II** relates to the bridge curriculum, offered through the Opportunity Program, for single parents, displaced homemakers and single pregnant females, etc.

1998-1999

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I. EQUITY/MENTORSHIP/INTERNSHIP PROGRAM SUMMARY

The WIT Equity/Mentorship/Internship 1998-1999 goal was accomplished to include the following major activities.

	NUMBER
Presentations	102
Exhibits	28
Media Activities	11
Participatory Activities	60
Team Meetings	7
Conferences Attended	8
Program Newsletter Mailing	600
Brochures Distributed	6,000
Returned Postcards	25
Students Served with Child Care Assistance	8
Students Served with Bus Tokens	36
Students Served with Gas Coupons	28
Students Served with Textbook Loans	9
Students Served with Tool Loans	2
Interns Placed	9
Students Mentored	28
Tuition Assistance through Boeing funds	7

1998 - 1999

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II. PROJECT OPPORTUNITY SUMMARY

The Opportunity Program 1998-1999 goal was accomplished to include the following major activities.

	NUMBER
Program Activities	20
Disseminated Information	50
Student Activities/Community Service	5
Motivational Workshops	6
Ropes Courses	2
Career Exploration Activities	5
Fall 1998 Program Graduates	7
Spring 1999 Program Graduates	11
Summer 1999 Program Graduates	10

1998 - 1999

Should you have any questions or comments, please do not hesitate to call me at (915) 831-2377, or (915) 831-5085.

Sincerely,

Victoria Di Benedetto

Victoria Di Benedetto
WIT Project Director

cc: Mr. Al Lawrence, Carl Perkins Administrator
Ms. Joan McCollister, Director/Special Programs
Mr. Tim Nugent, Vice President/Student Services
Ms. Luz Taboada, Director/ Workforce Development
Mr. Tom Stokes, Associate VP for Economic and Workforce Development and Dean/ Technical Education
Dr. Don Bostick, VP for Workforce Development, Lifelong Learning and Technical Education
Dr. Ramon Dominguez, Executive Vice President
Dr. Bill Campion, College President

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PART I

PROGRAM EVALUATION

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WIT EQUITY AND OPPORTUNITY PROGRAM EVALUATION

The Women in Technology (WIT) Equity and Opportunity Program is designed to change attitudes about women's participation in the workforce to include all reasonable options. The WIT Opportunity Program is designed to provide transition assistance to "special population" students entering vocational education and training. Both of these goals are accomplished by the WIT team approach which provides equity activities and student services; it addresses the roots of "at-risk" behavior in students which provides college and community resources to facilitate successful student retention. The bulk of WIT work remains retentional, in recognition of the actual need present in the El Paso community.

The following tables show the history of the WIT program enrollment and graduation statistics:

NUMBER/PERCENTAGE OF WIT STUDENT ENROLLMENT: CREDIT
Includes only classes that are nontraditional for women: Automotive Technology, Drafting, Electronics, Environmental Technology, Fire Technology and Heating/ Ventilation and Air Conditioning.

SEMESTER/YEAR	MEN	WOMEN
Fall 1989	593 (91.1 %)	58 (8.9 %)
Spring 1990	580 (91.5 %)	54 (8.5 %)
Fall 1990	611 (89.73%)	70 (10.7 %)
Spring 1991	631 (88.13 %)	85 (11.87 %)
Fall 1991	597 (85.78 %)	99 (14.22 %)
Spring 1992	628 (86.74 %)	96 (13.26 %)
Fall 1992	620 (83.5 %)	123 (16.5 %)
Spring 1993	585 (82.8 %)	121 (15.2 %)
Fall 1993	596 (82.7 %)	124 (17.3 %)
Spring 1994	634 (82.8 %)	131 (17.2 %)
Fall 1994	795 (84.8 %)	121 (17.2 %)
Spring 1995	841 (84.2 %)	133 (15.75 %)
Fall 1995	904 (88.0 %)	118 (12.0 %)
Spring 1996	850 (89.0 %)	110 (11.0 %)
Fall 1996	871 (89.0 %)	113 (11.0 %)
Spring 1997	747 (87.0 %)	112 (13.0 %)
Fall 1997	935 (85.8 %)	133 (14.2 %)
Spring 1998	879 (85.8 %)	125 (14.2 %)
Fall 1998	798 (86.2 %)	128 (13.8 %)
Spring 1999	797 (87.0 %)	119 (13.0 %)

NUMBER/PERCENTAGE OF WIT STUDENT GRADUATES: CREDIT RECEIVING A.A.S OR CERTIFICATES

Includes only classes that are nontraditional for women: Automotive Technology, Drafting, Electronics, Environmental Technology, Fire Technology and Heating/ Ventilation and Air Conditioning.

YEAR	MEN	WOMEN
1989	17 (94.5 %)	1 (5.5 %)
1990	51 (98.0 %)	1 (2.0 %)
1991	37 (92.5 %)	3 (7.5 %)
1992	43 (88.0 %)	6 (12.0 %)
1993	39 (93.0 %)	3 (7.0 %)
1994	17 (74.0 %)	6 (26.0 %)
1995	36 (80.0 %)	9 (20.0 %)
1996	17 (81.0 %)	4 (19.0 %)
1997	24 (79.0 %)	5 (21.0 %)
1998	54 (80.0 %)	11 (20.0 %)
1999	64 (86.5 %)	10 (13.5 %)

NUMBER/PERCENTAGE OF WIT STUDENT ENROLLMENT: NON-CREDIT

Includes only classes that are nontraditional for women: Electrical Journeyman Training, Industrial Maintenance, Plastics Technology, Precision Machining, Quality Assurance and Sewing Machine Repair. (Provided enrollment numbers will reflect duplicated students.)

YEAR	MEN	WOMEN
1997-1998	1925 (83.4 %)	384 (16.6 %)
1998-1999	2336 (88.4 %)	308 (11.6 %)

NUMBER/PERCENTAGE OF WIT STUDENT GRADUATES: NON-CREDIT

Includes only classes that are non-traditional for women: Electrical Journeyman Training, Industrial Maintenance, Plastics Technology, Precision machining, Quality Assurance and sewing Machine Repair.

YEAR	MEN	FEMALE
1997-1998	190 (72.0 %)	75 (28.0 %)
1998-1999	160 (87.4 %)	23 (12.6 %)

The number of women entering nontraditional fields for women at El Paso Community College is not an accurate measure of the effectiveness of this grant. Sociologists tell us that changing attitudes and assimilation of values and mores from one culture into another can take two to three generations. WIT, with its presentations and TV program, plays a critical part of the leadership role in changing the female mindset to include all occupational options.

Even those students who are not retained, but leave to study another field, are WIT successes because we live in a society and workplace that understands the usefulness of the assessment of talents and skills, the necessity of experimentation and values of personal choice, as well as job satisfaction.

El Paso is a border town with language considerations. Fifty-seven percent of El Paso Community College's student population is enrolled in ESL or remediation classes. Seventy-eight percent of its students are receiving PELL grants. The students recruited for WIT activities are, for the most part, pre-occupied with survival. Education is more increasingly valued, however, the need to quit school to "get a job", (unskilled-minimum wage) while it is not the answer, is the priority expectation placed upon all Temporary Aid to Needy Families (TANF) recipients due to Welfare-to Work legislation of 1997. While the percentage of individuals receiving TANF assistance (1996) is 5.25 %, it should be kept in mind that 27 % of the population of the City of El Paso has income below the poverty level, and the unemployment rate is 11. 3 %, (1997 average).

The need for the WIT Equity and Opportunity Program is all the more evident, but for years, the staff struggled to educate a population at cross-purposes with itself. The WIT Opportunity Program has had remarkable success as is outlined in this report. The obvious solution is slow, but sure, painful, but necessary, expensive, but successful: education, adequate resources and job availability. WIT's impact is immeasurable, but common sense and educational research by the National Council for Research on Vocational Education (NCRVE, TASPP Brief, Volume 5, Number 1) as well as a myriad of other sources including the Department of Labor's Women's Bureau, has historically validated the approach.

PART II

EQUITY/MENTORSHIP/INTERNSHIP
GOALS & OBJECTIVES

GOAL

To increase the number of women entering nontraditional technical/vocational training, education, and ultimately occupations, by assisting women, especially Hispanics, in clarifying their realistic options and providing a system of needed support services.

OBJECTIVE 1

Participate in efforts to address the issues involved in changing social attitudes regarding women's needs, abilities, access and strategies to work roles and options, to include a weekly TV program on the college channel entitled "Women's Worth."

PROJECT ACTIVITY 1.1

The Project Director and assigned staff will attend local, state and national workshops, conferences and/or conventions on related issues. Our expectation is that the staff will participate in 2-3 national events and 2-3 other events per year.

PERFORMANCE MEASURE 1.1

The WIT Program Activities Log will show participation of staff in a minimum of 3 workshops, conventions and/or conferences. Reports from those in attendance will be made at bi-monthly WIT team meetings and shared with presenters and recruiters. See Appendix 1.

10/21/98	*Region VI Women Work Meeting* *Victoria Di Benedetto* *El Paso, Texas*
10/21-24/98	*Texas Homeless Network Conference* *Victoria Di Benedetto* *Austin, Texas*
12/8-13/98	*American Vocational Association (AVA) Convention* *Victoria Di Benedetto* *New Orleans, Louisiana*
02/12/99	*Women in the Workplace Seminar* *Victoria Di Benedetto* *El Paso, Texas*

04/21-23/99	*Region VI Women Work Conference* *Victoria Di Benedetto* *Albuquerque, New Mexico*
04/20/99	*U. S. D. A. Career Seminar* *Margaret Brooks* *El Paso, Texas*
05/26/99	*Women's Small Business Conference* *Margaret Brooks* *El Paso, Texas*
08/20-22/99	*U. S. Department of Labor Working Women's Conference* *Victoria Di Benedetto* *Austin, Texas*

PROJECT ACTIVITY 1.2

The Project Director and assigned staff will participate in women's advocacy activities in the college and the community-at-large, to include networking and committee work on addressing the problems of homeless women.

PERFORMANCE MEASURE 1.2

The WIT Program Activities Log will show staff participation in these types of events. See Appendix 1.

The program participated in the following activities in celebration of National Women's History Month:

- *The "Unsung Heroines" Awards Ceremony*
  The El Paso Women's History Month Coalition accepted, selected and filed for applications for nine honorees. See Appendices 2a and b.

- *Women's Film Festival*
  A series of videos on different topics were presented to all campuses along with a discussion group. See Appendix 3.

Other advocacy, networking and committee activities include:

- *"Women on the Web"*
  A fifteen-week class for women to introduce them to basic computer applications, electronic mail systems and Internet usage. Class activities focused on women's issues in the workplace. The class was sponsored by the WIT Program and advertised district-wide with the use of the local newspaper. A total of 15 women completed the class.

- *"Take our Daughters to Work"*
  An annual activity consisting of a week's worth of activities for select female students. The Program Student Advisor adopted a 7th grade student for the activity. The student visited the WIT Program office and program procedures were explained and demonstrated.

- *The Project Director was invited by instructor, Sharon Bollinger, to speak to the Women's Studies Class on the subject of Women's Progress in the 20th Century.*

- *The Project Director serves as the President to the El Paso Coalition for the Homeless, which includes 60 member agencies, striving to provide solutions for the problem of homelessness. WIT recruitment efforts and services are extended to homeless women.*

- *The Program Student Advisor serves on the New Progress Committee for the Missouri Street Residence, for homeless individuals in school and/or working toward self-sufficiency.*

PROJECT ACTIVITY 1.3

A series of TV interviews called "Women's Worth", conducted by the WIT Program Director, will discuss issues affecting women's status and progress in the workplace.

PERFORMANCE MEASURE 1.3

The WIT "Women's Worth" interview log will show all guests interviewed, respective topics and airing dates. The videotapes were catalogued and made available in the EPCC library. Weekly airings are presently scheduled on the college channel. See Appendix 4.

PROJECT ACTIVITY 1.4

The Student Services Assistant and assigned staff will disseminate recruitment materials. This is an ongoing activity which will include the many materials already developed.

PERFORMANCE MEASURE 1.4

Recruitment activities are shown on the Program Activities Log. Samples of materials are on file in the WIT office. See Appendix 1.

- The program brochure is disseminated at all presentations, exhibits and community activities. See Appendix 5.
- The program newsletter was mailed to Fall '98 and Spring '99 WIT students, as well as college staff. See Appendices 6 and 7.
- Program and activity flyers were designed and developed by the department and disseminated throughout the college and community.

PROJECT ACTIVITY 1.5

The Student Services Assistant will answer those who have mailed in postcards by phone and/or mail written information to requestors. This is an ongoing activity which will include the many materials already developed.

PERFORMANCE MEASURE 1.5

The actual postcards and contact log will be on file, along with a notation as to how each requestor was served, in the WIT office.

- *Twenty-five postcards were received. Information was mailed to each student on specific fields of interest and appointments were made with the Program Student Advisor as requested.*

PROJECT ACTIVITY 1.6

Presentations will be made by the WIT staff and assigned by the Project Director as needed.

PERFORMANCE MEASURE 1.6

The WIT Program Activities Log will show the number of presentations made. See Appendix 1.

OBJECTIVE 2

Provide career information on nontraditional technical/vocational careers and provide Sexual Harassment Workshops for students, both male and female.

PROJECT ACTIVITY 2.1

The Project Director will supervise, assign and coordinate all project activities, conduct team meetings and provide staff with updated information on training programs for nontraditional occupations.

PERFORMANCE MEASURE 2.1

The WIT Program Activities Log will show staff/team activities. See Appendix 1.

- *Seven staff meetings were conducted. The Project Director provided the staff with information on a variety of topics, important issues and Congress rulings. Between staff meetings, additional information was relayed and exchanged via memorandums, phone messages and e-mail.*

- *The WIT staff, along with the Opportunity Program students, participated in an all-day physically challenging Ropes Course offered in Fall '98 and Spring '99. This course is designed to build self-esteem, self-confidence and a sense of self-empowerment*

- *The WIT program sponsored staff, along with Opportunity Program students, to participate in two all day workshops offered during Summer '99:*

  "Dare to Dream"
  Presenter: Tory Fritz, M.S., R.M.H.C.
  Valle Verde Campus

  "Stress, Music and the American Workplace: Balancing Techniques for the Career Tightrope."
  Presenter: Dr. Gerald Sinclair, Ph. D.
  Phelps Dodge Family Recreation Park, El Paso

PROJECT ACTIVITY 2.2

The Student Services Assistant and assigned staff will disseminate WIT information while attending career days, college registration day exhibits, and community exhibits.

PERFORMANCE MEASURE 2.2

The Program Activities Log will show the date, place, duration and number of people with who staff members made contact at each event. See Appendix 1.

- *The Student Services Assistant participated in 20 exhibits at local High School career fairs, EPCC Student Resource Fairs, and other local community activities.*

PROJECT ACTIVITY 2.3

The Program Student Advisor will give special individual attention to interested prospective students with special needs.

PERFORMANCE MEASURE 2.3

Intake forms on all students served, with a confidential note on each specific individual and how that person was served, will be on file in the WIT office. See Appendix 8.

- The Program Student Advisor made 668 contacts with 159 students. Of the 159 students, 48 were relative to Internships and eight were male students in need of referral for appropriate services.

- Students presented a variety of personal problems or problems with obtaining support services from various agencies. The WIT staff made referrals and/or phone calls while occasionally acting as advocates for students when appropriate.

- The Boeing Company funds were used to assist seven students.

PROJECT ACTIVITY 2.4

The Program Student Advisor will make Sexual Harassment Workshops available to all instructors at the college during class times; whenever the subject matter is appropriate to the class curriculum. Such workshops will also be available to the Student Services Departments, credit and non-credit, for student orientation activities.

PERFORMANCE MEASURE 2.4

The WIT Program Activities Log will show the date, duration, participants and number in attendance. See Appendix 1.

Sexual Harassment Workshops evaluations were given and a summation of the results was created. See Appendix 9.

PROJECT ACTIVITY 2.5

Memos will be sent to all Division Chairs bi-annually (September '98 and January '99) to remind them of available services.

PERFORMANCE MEASURE 2.5

Division Chair memorandums will be on file in the WIT office.

OBJECTIVE 3

Provide individual academic, personal and financial support to women students in nontraditional technical/vocational classes to assure successful retention and completion of training.

PROJECT ACTIVITY 3.1

Maintain an office at El Paso Community College where information can be disseminated concerning women's nontraditional training options and support services available at the college and elsewhere in the community. The WIT program office will be staffed 8 hours per day.

PERFORMANCE MEASURE 3.1

The Project Director will supervise the office procedures and personnel. The Student Services Assistant will be responsible for developing and processing office documentation.

- *The WIT office at the Valle Verde campus is staffed eight hours per day and the Transmountain campus office is staffed two hours per day.*

- *The Student Services Assistant designed and created databases and spreadsheets required for documentation of all program activities which include budget reconciliation.*

- *The Policies and Procedures Manual, which provides method consistency and coordination of office functions, is continuously updated and maintained by the Student Services Assistant. The resource list, including various contacts and resources available in the community, is also located within the manual. The manual remains on file in the WIT office.*

PROJECT ACTIVITY 3.2

The Program Student Advisor will participate in offering or arranging for nontraditional career exploration workshops, whenever a group can be identified to attend as a group. However, individual referrals to the college's career center will be made on an ongoing basis.

PERFORMANCE MEASURE 3.2

The Program Activities Log will show workshops held, staff who participated, duration and attendance numbers. See Appendix 1.

PROJECT ACTIVITY 3.3

The Program Student Advisor will organize "bag lunch" presentations and/or worksite tours for each of the nontraditional occupational fields to enhance student employability and provide a network of prospective employees.

PERFORMANCE MEASURE 3.3

Records reflecting event announcements, dates, and attendance information will be kept on file in the WIT office.

PROJECT ACTIVITY 3.4

The Program Student Advisor will refer students to the EPCC Diversity Program for assistance in receiving childcare services and placing dependents in appropriate childcare facilities.

PERFORMANCE MEASURE 3.4

Records will show list of referrals and will be kept in the WIT office.

PROJECT ACTIVITY 3.5

The Program Student Advisor will respond to requests from technical/vocational course instructors to call women students who need individual assistance.

PERFORMANCE MEASURE 3.5

A log will be kept of all requests from instructors and calls made to students, with notes on assistance given. The log will be kept on file in the WIT office.

- *Instructors requested WIT staff assistance in aiding 12 students with special needs.*

PROJECT ACTIVITY 3.6

The WIT Student Services Assistant will perform intake activities to include providing transportation assistance and purchases or loan of textbooks and/or tools for students. This service will be an ongoing activity available on a first-come, first-served basis, and only approved on a case-by-case basis after an interview.

PERFORMANCE MEASURE 3.6

Intake documentation on students provided with assistance will be on file in the WIT office.

- *The program provided:*
  - *36 students with bus tokens*
  - *28 students with gas coupons*
  - *11 students with textbook loans*

PROJECT ACTIVITY 3.7

The WIT brochure and the WIT newsletter will advise students that assistance is available for tuition, books and supplies for eligible WIT students.

PERFORMANCE MEASURE 3.7

Copies of the WIT brochure and newsletters will be kept on file in the WIT office. See Appendices 5, 6, and 7.

OBJECTIVE 4

Maintain a mentoring system for WIT students involving successful female community role models, ideally, those working in nontraditional occupations.

PROJECT ACTIVITY 4.1

The Program Student Advisor will be responsible for maintaining the mentoring system, continuing to recruit successful women role models to mentor the students in the bridge curriculum. It is anticipated that one-on-one matches can be accomplished.

PERFORMANCE MEASURE 4.1

Each student mentor will be asked to call their mentee once per month to provide support and encouragement. A form will be mailed to each mentor for documentation of the telephone contact and further personal contact. Documentation will be kept on file in the WIT office.

PROJECT ACTIVITY 4.2

Efforts will be made to find employed role models to mentor each amenable WIT student in technical-content courses. When a woman in the specific nontraditional field cannot be found, another appropriate role model will be sought.

PERFORMANCE MEASURE 4.2

Names of mentors and student matches will be on file in the WIT office.

The Program Student Advisor was able to obtain and use a list of female environmentalists, firefighters, auto mechanics and precision machinists to speak at presentations, exhibits and the television program "Women's Worth" to further heighten the visibility and acceptance of female nontraditional careers.

OBJECTIVE 5

Provide work experience (internship) opportunities to four single parents, displaced homemakers, sex bias, or pregnant nontraditional majors who have completed at least two nontraditional courses in their field.

PROJECT ACTIVITY 5.1

The Program Student Advisor, in cooperation with the EPCC Placement Office, will identify local businesses that will participate in the program and process student applications and internship contract forms.

PERFORMANCE MEASURE 5.1

Confirm the support of four businesses to contract for a 12-week/19-hour per week (internship) assignment.

- *The following is a list of businesses who supported confirmation of contracts for the WIT internship program:*

1. *Agra Engineering Global Solutions, Earth and Environmental*
2. *The Catering Company of El Paso*
3. *C. F. Architects*
4. *Montgomery Ward's Auto Express*
5. *Phelps Dodge Magnet Wire Co.*
6. *Ramsey Steele, Inc.*

PROJECT ACTIVITY 5.2

The Program Student Advisor and other assigned WIT staff will recruit qualified students.

PERFORMANCE MEASURE 5.2

Obtain a list of students currently enrolled and contact by newsletter or through phone calls.

- *A total of 448 students were contacted; 48 by phone and 400 via newsletter mailing.*

PROJECT ACTIVITY 5.3

The Program Student Advisor will conduct initial interviews with students, accept applications, create matches and broker contracts.

PERFORMANCE MEASURE 5.3

Orient students on program, assess childcare and other needs and make proper referrals and assignments.

- *A total of nine student interns were assigned to the previously listed businesses.*

PROJECT ACTIVITY 5.4

The Project Director will arrange for payment of work experience to interns.

PERFORMANCE MEASURE 5.4

Arrange for payment of work experience to interns and arrange for needed services.

- *Students were required to complete an I-9 and W-4 in compliance with EPCC policy. Paychecks were administered through the payroll office.*

PROJECT ACTIVITY 5.5

The Program Student Advisor will arrange for needed support services, as approved by the Project Director.

PERFORMANCE MEASURE 5.5

Document student evaluation of their work experience. Records are on file in the WIT office.

- *Select support services were offered to students; seven received tuition scholarships. Transportation and Textbook/Tool Loans were available to all student interns and WIT student recipients.*

PROJECT ACTIVITY 5.6

The Program Student Advisor will conduct student follow up interviews.

PERFORMANCE MEASURE 5.6

Document employer evaluations of the student's performance. Records are on file in the WIT office.

- *The end-evaluations were very informative, giving the intern a good basis to fall back on while updating their resumes for future job applications. Any critical comments by the interns, of themselves, were highly over-balanced by their respective employers.*

PROJECT ACTIVITY 5.7

The Program Student Advisor will collate employer interviews regarding student performance.

PERFORMANCE MEASURE 5.7

Prepare written, summative evaluation. Record on file in the WIT office.

- *Evaluations were most impressionable in that the companies, for the most part, were pleased and supportive of our program. In some cases, the employer offered the intern a position to stay with their company. All cases showed support for renewing the program for next year. One intern was not able to fulfill her internship due to a prior personal relationship with the employer, but has since been hired by a nationwide warehouse organization. One drafter was offered a better-paying position, so did not accept the internship-employer's offer; two drafters were not able to stay with their respective company due to college class conflicts. Two other drafters were not offered positions strictly because of drastic company downsizing. In addition, two auto mechanic interns were subject to the same outcome; however they felt that they had received, from the company, a great experience which will benefit them greatly with other companies with whom they are seeking employment. One environmental intern was hired in addition to and during her internship hours, and was able to travel with the company. When the internship was finished, she was hired at $8.00 per hour with a guarantee of a minimum of 32 hours per week. After a company-required three-month probationary period, they will give her a raise, full benefits, and reimbursement for college tuition payments.*

PROJECT ACTIVITY 5.8

A formative and summative evaluation of the data will lead to necessary changes in the process.

PERFORMANCE MEASURE 5.8

Each year changes are made to the WIT project objectives based on formative and summative evaluations by the Project Director with ongoing input from the WIT team members.

- *The attached Abstract was developed to delineate the specific goals and objectives for the 1999-2000 fiscal year, which were modified due to program budget cuts. See Appendix 10.*

- *The attached eligibility guidelines show how the WIT Program will serve special population students during the 1999-2000 fiscal year. See Appendix 11.*

PART III

EQUITY / MENTORSHIP / INTERNSHIP
APPENDICES

APPENDICES

1. WIT Program Activities Log

2. a) "Unsung Heroine" Award Invitation
   b) "Unsung Heroine" Ceremony Program

3. Women's Film Festival Flyer

4. WIT "Women's Worth" Interview Log

5. WIT Program Brochure

6. Fall 1998 Program Newsletter

7. Spring 1999 Program Newsletter

8. WIT Program Student Intake Packet

9. Sexual Harassment Workshop Evaluation Summary

10. 1999-2000 Abstract

11. 1999-2000 Eligibility Guidelines

1998-1999 WIT Program Activities Log

DATE	PRESENTATION TYPE	PRESENTATION DESCRIPTION	DURATION	ATTENDANCE	PARTICIPANT
9/2/98	Participatory	WIT Team Meeting	1.5	5	Staff
9/3/98	Presentation	San Jacinto Adult Learning Center	1	25	LS
9/3/98	Media Activity	Women's Worth/ Pat Chilton, Engineer	0.5	N/A	VDB
9/3/98	Presentation	San Jacinto Adult Learning Center	1	30	EV
9/3/98	Presentation	MAXIMUS Group Presentation	1	30	LS
9/3/98	Presentation	MAXIMUS	1	40	LS
9/10/98	Participatory	El Paso Coalition for the Homeless/Board Meeting	2	10	VDB
9/14/98	Presentation	La Posada Women's Shelter	1	10	LS
9/15/98	Presentation	EPCC/Fort Bliss	1	1	LS
9/16/98	Exhibit	EPCC Student Resource Fair	3	450	EO
9/18/98	Participatory	UTEP Ethics Workshop	4	200	VDB
9/22/98	Participatory	El Paso Coalition for the Homeless/Membership Mtg.	4	16	VDB
9/23/98	Participatory	WIT Team Meeting	2.5	5	Staff
9/24/98	Presentation	Job Corps Center	1	5	EV
9/24/98	Presentation	JOB CORP	1	30	LS
9/24/98	Participatory	Special Programs Coordinator's Meeting	2.5	5	VDB
9/25/98	Presentation	MAXIMUS	0.75	30	LS
9/25/98	Presentation	MAXIMUS	0.5	28	LS
9/25/98	Presentation	Sexual Harassment Workshop-Opportunity Class	1	7	EV

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DATE	PRESENTATION TYPE	PRESENTATION DESCRIPTION	DURATION	ATTENDANCE	PARTICIPANT
9/25/98	Presentation	Sexual Harassment Workshop	1	5	EV
9/25/98	Participatory	El Paso Energy Foundation	1	10	EV
9/28/98	Presentation	Occupational Opportunity Center	0.75	10	LS
9/28/98	Presentation	Opportunity Center	0.5	12	LS
9/29/98	Media Activity	Women's Worth/Al Hinojos	0.5	N/A	VDB
9/30/98	Presentation	TWC Case Manager	0.5	6	LS
9/30/98	Participatory	Texas Workforce Commission	1	6	EV
9/30/98	Participatory	CP Teleconference	1	N/A	VDB
9/30/98	Presentation	Alta Vista School Parents	0.5	36	EO
9/30/98	Presentation	ATC	0.5	2	LS
10/1/98	Presentation	Academy of Science & Technology	0.75	21	LS
10/1/98	Presentation	Academy of Science & Technology	1	20	LS
10/2/98	Presentation	Sexual Harassment Workshop	1	5	EV
10/2/98	Participatory	Grants Workshop/Southwestern Bell	7	N/A	VDB
10/5/98	Media Activity	Women's Worth/ Veronica Santoyo, Actress	0.5	N/A	VDB
10/5/98	Media Activity	Women's Worth/Katherine Berg, American Cancer S	0.5	N/A	VDB
10/7/98	Participatory	WIT Team Meeting	2	5	Staff
10/9/98	Presentation	ROPES Course Part I-Preparation	2	9	EO
10/13/98	Participatory	El Paso Coalition for the Homeless/Board Meeting	2	8	VDB
10/14/98	Participatory	Wonderful World of Women Meeting	1	7	EO
10/15/98	Presentation	ROPES Course Part II-Preparation	2	9	EO

DATE	PRESENTATION TYPE	PRESENTATION DESCRIPTION	DURATION	ATTENDANCE	PARTICIPANT
10/16/98	Presentation	ROPES Course	6	9	Staff
10/21/98	Participatory	Women Work Meeting/El Paso	8	N/A	VDB
10/21/98	Participatory	Texas Homeless Network Conference (10/21-24/98)	32	N/A	VDB
10/22/98	Exhibit	Wonderful World of Women Show	8	50	EO
10/23/98	Exhibit	Wonderful World of Women Show	8	70	EO
10/24/98	Exhibit	Wonderful World of Women Show	8	75	EO
10/25/98	Exhibit	Wonderful World of Women Show	8	100	EO
10/26/98	Presentation	Project Ayuda	1	50	LS
10/26/98	Presentation	Project Ayuda	1	65	LS
10/28/98	Presentation	ASYMCA Junior Enlisted Family Center	2	35	EV
11/2/98	Presentation	Women's Studies Class	1	23	EV
11/3/98	Presentation	Women's Studies Program	1	23	EV
11/3/98	Presentation	Sexual Harassment Workshop	1	13	EV
11/3/98	Participatory	El Paso Coalition for the Homeless/Membership Mtg.	2	55	VDB
11/10/98	Participatory	Teleconference Workforce Investment	1	N/A	VDB
11/12/98	Presentation	Project VIDA	1	10	EV, LS
11/13/98	Presentation	Classroom Presentation	1	19	EV
11/13/98	Presentation	Classroom Presentation	1	13	EV
11/17/98	Participatory	EMS Workshop, Health, Wealth, Safety	2	N/A	VDB
11/17/98	Presentation	Texas Learning Center	1	12	LS
11/17/98	Presentation	Sexual Harassment Workshop	1	11	EV

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DATE	PRESENTATION TYPE	PRESENTATION DESCRIPTION	DURATION	ATTENDANCE	PARTICIPANT
11/17/98	Presentation	Technical Report Writing Class	1	11	EV
11/17/98	Presentation	Texas Learning Center	0.5	12	EV
11/17/98	Participatory	Texas Learning Center	1	15	LS
11/18/98	Presentation	El Paso High School Counselors Workshop	2	80	VDB
11/18/98	Presentation	EPCC Advanced Technology Center	0.5	6	LS
11/18/98	Presentation	ATC	1	8	LS
11/19/98	Presentation	Local Senior Center Director's Staff	0.5	9	LS
11/19/98	Media Activity	Women's Worth/ Justice Ann McClure, Judge	0.5	N/A	VDB
11/19/98	Presentation	Bill Day/Southside Senior	0.5	9	LS
11/20/98	Presentation	Kennedy Housing Complex	1	15	LS
11/20/98	Presentation	WIT Advisory Board Meeting	3	10	Staff
11/20/98	Presentation	Kennedy Housing Complex	1	13	LS
11/20/98	Presentation	EPCC Counselors	0.5	10	LS
11/24/98	Presentation	YWCA Transitional Living Center	1	7	EV
11/24/98	Presentation	YWCA Transitional Living Center	1	6	LS
11/30/98	Exhibit	Irvin High School Career Day	3	100	EO
11/30/98	Presentation	Ft. Bliss Junior Enlisted Group	1	25	LS
11/30/98	Exhibit	El Paso High School Career Day	3	150	EO
11/30/98	Presentation	Ft. Bliss Wives Club	1	15	LS
12/1/98	Exhibit	Del Valle High School Career Day	3	150	EO
12/1/98	Exhibit	Ysleta High School Career Day	3	130	EO

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DATE	PRESENTATION TYPE	PRESENTATION DESCRIPTION	DURATION	ATTENDANCE	PARTICIPANT
12/2/98	Exhibit	Socorro High School Career Day	3	275	EO
12/2/98	Exhibit	Hanks High School Career Day	3	100	EO
12/3/98	Exhibit	Bowie High School Career Day	3	150	EO
12/3/98	Participatory	El Paso Workforce Development Center Grand Ope	2	N/A	VDB
12/5/98	Exhibit	EPCC Opportunity Center Open House	6	250	EO
12/7/98	Presentation	Sexual Harassment Workshop-Warehousing	1	8	EV
12/7/98	Presentation	Family Investment Center	1	30	EV
12/8/98	Participatory	AVA National Conference/(12/8-13/98)	40	N/A	VDB
12/14/98	Presentation	Texas Workforce Commission	1	20	EV
12/15/98	Participatory	El Paso Coalition for the Homeless/Board Meeting	4	10	VDB
1/8/99	Participatory	El Paso Coalition for the Homeless Board Retreat	8	N/A	VDB
1/12/99	Media Activity	Women's Worth/Tarin & Buckmueller, Social Worke	0.5	N/A	VDB
1/13/99	Participatory	HUD Social Services Collaborative	4	N/A	VDB
1/19/99	Presentation	Self-Investment Class Orientation	2	5	VDB
1/20/99	Participatory	WIT Team Meeting	2	5	Staff
1/21/99	Presentation	El Paso Coalition for the Homeless/Board Meeting	3	10	VDB
1/26/99	Presentation	El Paso Coalition for the Homeless/Membership Mtg.	2	30	VDB
1/27/99	Exhibit	El Paso Prep Job Fair	2	200	EO
1/28/99	Participatory	El Paso Women's History Month Coalition Meeting	2	5	VDB
2/9/99	Media Activity	"El Conquistador" Newspaper Interview	1	N/A	VDB
2/10/99	Exhibit	EPCC Student Resource Fair	4	300	EO

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DATE	PRESENTATION TYPE	PRESENTATION DESCRIPTION	DURATION	ATTENDANCE	PARTICIPANT
2/12/99	Participatory	Women in the Workplace Seminar	8	N/A	VDB
2/16/99	Presentation	El Paso Coalition for the Homeless/Board Meeting	3	10	VDB
2/23/99	Presentation	El Paso Coalition for the Homeless/Membership Mtg.	1	25	VDB
2/26/99	Participatory	Domestic Violence Workshop	1.5	12	Staff
3/3/99	Presentation	Alta Vista High School Parents	0.5	25	EO
3/4/99	Exhibit	Occupational Opportunity Center Career Fair	0.5	50	EO
3/4/99	Presentation/Exhibit	Occupational Opportunity Center Career Fair	3	50	TC
3/8/99	Participatory	Women's Film Festival Series of Films (3/08-12/99)	32	200	VDB
3/9/99	Media Activity	Women's Worth-Asylum Issue/Carolyn Esparza	0.5	N/A	VDB
3/10/99	Exhibit	EPCC Career Day	4	300	TC
3/22/99	Presentation	Adult Probation Department	1.5	18	TC
3/23/99	Participatory	Family Investment Center	2	5	TC
3/25/99	Presentation	El Paso Coalition for the Homeless Membership Mtg.	4	55	VDB
3/25/99	Exhibit	Mountain View High School Career Day	5	100	EO
3/25/99	Exhibit	Mountain View High School Career Day	5	100	EO
3/26/99	Exhibit	Generation 2000 Children's Fair	8	50	EO
3/27/99	Exhibit	Generation 2000 Children's Fair	8	150	EO
3/28/99	Exhibit	Generation 2000 Children's Fair	8	300	EO
3/29/99	Presentation	NWHMC "Unsung Heroine" Awards Ceremony	2	12	VDB
3/29/99	Presentation	Opportunity Program Orientation	2	6	VDB
3/30/99	Participatory	Homeless Forum	2	90	VDB

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DATE	PRESENTATION TYPE	PRESENTATION DESCRIPTION	DURATION	ATTENDANCE	PARTICIPANT
3/31/99	Presentation	Opportunity Program Orientation	2	8	Staff
4/1/99	Presentation	Self-Investment Class Commencement	1	2	Staff
4/6/99	Presentation	Women's Studies Class	1	25	VDB
4/8/99	Presentation	Recruitment-Sunset High School Seniors	0.5	45	MB
4/8/99	Presentation	Sunset High School	0.5	45	TC
4/9/99	Participatory	WIT Team Meeting	2	6	Staff
4/9/99	Presentation	Sexual Harassment Seminar	2	4	TC
4/16/99	Exhibit	Tornillo High School Career Day	5	20	EO
4/20/99	Participatory	Department of Agriculture Career Day	3	N/A	MB
4/20/99	Presentation	ROPES Course	2	25	Staff
4/21/99	Presentation	Sexual Harassment Workshop-Warehousing Depart	3	5	MB
4/22/99	Participatory	Recruitment-"Take Our Daughters to Work" Day-EP	2.5	1	MB
4/27/99	Presentation/Participatory	EPCH Community Dialogue, TX Homeless Network	2	55	VDB
5/1/99	Exhibit	Recruitment-Women's Day-Civic Center	10	100	MB
5/4/99	Participatory	Opportunity Program Orientation	0.5	45	TC
5/6/99	Presentation	Teen Aged Parents Seminar	2	10	EO
5/10/99	Presentation	Sexual Harassment Workshop-Office of Info. Syste	1.5	12	MB
5/11/99	Media Activity	Women's Worth\Christy Georges, Race Car Driver	0.5	N/A	VDB
5/11/99	Presentation	El Paso Coalition for the Homeless/Board Meeting	2	6	VDB
5/12/99	Participatory	HUD-Super NOFA Meeting -OC	3	20	VDB
5/12/99	Participatory	HUD-Super NOFA Meeting-LMC	2.5	6	VDB

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DATE	PRESENTATION TYPE	PRESENTATION DESCRIPTION	DURATION	ATTENDANCE	PARTICIPANT
5/14/99	Participatory	HUD-Super NOFA Meeting-OC	1.5	15	VDB
5/19/99	Participatory	WIT Team Meeting	2	5	Staff
5/25/99	Presentation	EPCH Membership & Board Meeting -Child Crisis Ct	3	30	VDB
5/25/99	Participatory	ATC Tour-Dry Run	0.5	6	TC
5/26/99	Participatory	Women in Small Business Conference-Marriott	8	100	MB
5/27/99	Participatory	Recruitment-Missouri Street Residence	0.5	25	VDB
5/27/99	Presentation/Exhibit	Career Exploration-Carroll T. Welch Middle School	4	94	MB
6/3/99	Participatory	ATC Tour	1	4	TC
6/3/99	Presentation	Recruitment-Mother's and Daughter's Club-UTEP	1.5	32	MB
6/4/99	Presentation	Briefing-Project Opportunity	0.5	20	TC
6/4/99	Participatory	WIT Team Meeting	2	5	Staff
6/8/99	Presentation	Briefing-Project Opportunity	1.5	7	TC
6/10/99	Presentation	Briefing-Project Opportunity	0.5	6	TC
6/11/99	Presentation	Sexual Harassment Workshop	1	3	TC
6/21/99	Presentation	Briefing-Project Opportunity	2	2	TC
6/21/99	Presentation	Briefing-Project Opportunity	0.75	8	TC
6/21/99	Media Activity	Women's Worth/Rosemary Cascio, Herbologist	0.5	N/A	VDB
6/22/99	Presentation	El Paso Coalition for the Homeless/Membership Mtg	1.5	33	VDB
6/24/99	Participatory	Professional Staff Association Meeting	1.5	N/A	MB
6/28/99	Presentation	Recruitment-Soph.-Sen. Students-Ysleta ISD	.5	66	MB, TC
6/28/99	Presentation	Recruitment-Soph.-Sen. Students-Ysleta ISD	.5	70	MB, TC

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DATE	PRESENTATION TYPE	PRESENTATION DESCRIPTION	DURATION	ATTENDANCE	PARTICIPANT
6/28/99	Presentation	Briefing-Project Opportunity	0.75	13	TC
6/28/99	Presentation	Briefing-Project Opportunity	0.25	66	TC
6/28/99	Presentation	Recruitment-HS Students-Fabens High School	5	13	MB, TC
6/28/99	Presentation	Briefing-Project Opportunity	0.25	70	TC
6/29/99	Participatory	Briefing-PIC Summer Employment	0.25	2	TC
6/29/99	Participatory	WIT Team Meeting	1.5	7	Staff
7/6/99	Presentation	Self Investment Class Welcome	0.25	20	VDB
7/9/99	Presentation	Sexual Harassment Workshop-Self Investment Clas	3	8	MB
7/9/99	Participatory	Sexual Harassment Workshop	3	8	TC
7/13/99	Presentation	Career Exploration Workshop	3	10	TC
7/20/99	Presentation	El Paso Coalition for the Homeless/Board Meeting	2	8	VDB
7/22/99	Participatory	Professional Staff Association Meeting	8	N/A	MB, TC
7/23/99	Participatory	Dare to Dream Workshop-Tory Fritz	5.5	20	Staff
7/24/99	Presentation	Briefing-Project Opportunity	0.5	40	TC
7/27/99	Participatory	Workshop-Dr. Gerald Sinclair	5	20	Staff
7/27/99	Presentation	El Paso Coalition for the Homeless/Membership Mtg	1.5	38	VDB
8/2/99	Presentation	Substituted for Self Investment Class	5	8	MB
8/3/99	Participatory	Equal Opportunity Law Compliance	8	10	MB
8/4/99	Participatory	EEOC-Sexual Harassment Workshop	4	7	MB
8/4/99	Presentation	Sexual Harassment Workshop	4	7	TC
8/4/99	Media Activity	Women's Worth/Cathy Stansbury, WIT Student Inter	0.5	N/A	VDB

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DATE	PRESENTATION TYPE	PRESENTATION DESCRIPTION	DURATION	ATTENDANCE	PARTICIPANT
8/5/99	Participatory	EEOC-Mental/Physical disability Seminar	4	9	MB
8/5/99	Presentation	WIT/SI Class Commencement	2	40	Staff
8/5/99	Participatory	ADA Laws Workshop	4	9	TC
8/18/99	Exhibit	WIT Table Exhibit	2	25	MB
8/18/99	Participatory	WIT Team Meeting	2	4	Staff
8/19/99	Exhibit	WIT Table Exhibit	4	25	MB
8/20/99	Participatory	Faculty Development Workshop	8	N/A	Staff
8/21/99	Participatory	Women's Work Regional Conference	8	N/A	VDB
8/25/99	Participatory	WIT Advisory Board Meeting	2	10	Staff
8/29/99	Presentation	Homeless Women Presentation-Unitarian Universali	0.5	50	VDB
8/30/99	Presentation	Sexual Harassment Workshop-Warehousing	2	19	MB
		Totals for Activities & Attendance	555.75 hrs.	7,005 attendees	

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THE EL PASO WOMEN'S HISTORY MONTH COALITION

Sharon Bollinger Victoria Di Benedetto Jeanne Foskett
Cornelia Gladden Rene Harris Pilar Herrera
Eva Ross

In honor of National Women's History Month
please join us in celebrating the accomplishments of
El Paso's Unsung Heroines for 1999

◆

Sue Behra Di Cara Norma Espina Elena Izquierdo, Ph.D.
Tanda Frady Yvette Kabeya Dell Najera
Pat Rodriguez Irma Salas Joanne Shaw

◆

Monday, March 29, 1999, 5:30-7:00 PM
The El Paso Community College Transmountain Campus Lecture Forum
9570 Gateway North (Patriot Freeway)

◆

Reception sponsored by Ms. Debra Koch 1998 Unsung Heroine.
Invitations and mailing courtesy of EPCC Women in Technology.

ELENA IZQUIERDO, Ph.d.
Elena Izquirdo, an assistant professor at the University of Texas-El Paso, has been a leader in El Paso area education for many years. Her desire to provide a quality environment for UTEP students compliments her work with bilingual, ESOL, and special education programs in El Paso schools and in the rural school district.

PATRICIA RODRIGUEZ
As an employee of El Paso Community College and a volunteer in the El Paso community, Patricia inspires love and gratitude as well as admiration for her accomplishments in others. Pat is a worker in her church, a Chairwoman of the Foodshare Committee of the Opportunity Center for the Homeless, a mother of four, a student working toward a degree in teaching while carrying out all her responsibilities as well.

IRMA SALAS
Acting as the grants coordinator for the El Paso Independent School District, Irma Salas focuses on the areas of health, community development and education. Irma serves as a volunteer in the community in a variety of organizations, including the American Cancer Society, while remaining a devoted mother and assuming responsibilities in her extended family. She exemplifies the multi- talented but unrecognized women who contribute to daily progress in El Paso.

TANDY FRADY
As an educator in the El Paso community for many years, Tanda Frady touches the lives of many people through her service to others. She is a volunteer with the American Red Cross. Her work as an educator extends to planning community service projects with students through the National Honor Society, creating instructional materials, and keeping score for the girls basketball teams.

YVETTE KABEYA
Yvette comes from Zaire (now known as the Congo). Her life has been touched by the joy of being in a close-knit, loving Christian family and the extreme sadness brought on by the atrocities of war. She has lived through nightmares that most women dread and have only read about. Used as a pawn by internationally known political figures, she has survived by her wits and her faith in God. Separated from parents and children with little or no communication about their safety, she is seeking political asylum in the United States from a certain death should she return to her native country.

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The

El Paso Women's History Month Coalition

welcomes you to the 1999

"Unsung Heroines"

Awards Ceremony

El Paso Community College
Transmountain Campus Forum

March 29, 1999
5:30 p.m. - 7:00 p.m.

PROGRAM

Welcome/Introduction . . . . . Jeanne Foskett
Recognition of Sponsors/Supporters
Recognition of Unsung Heroines

Reception following program

SPONSORS AND SUPPORTERS

The Coalition owes a major debt to the individuals, companies and institutions who made this event possible:

Deborah Koch

El Paso Community College District

El Paso Museum of History

EPCC Women in Technology

EPCC Women's Studies Program

Ysleta Independent School District

Refreshments catered by: The Catering Co. Of El Paso

El Paso Women's History Month Coalition Committee
Sharon Bollinger ❖ Victoria Di Benedetto ❖ Jeanne Foskett
Cornelia Gladden ❖ Rene Harris ❖ Pilar Herrera ❖ Eva Ross

OUR HONOREES

In 1990, the El Paso Women's History Month Coalition created the "Unsung Heroines" awards to recognize those women who truly enrich our community. Each year the Coalition chooses honorees from a long list of candidates: our most important criterion is that these women rarely, if ever, make the headlines. They do their important work behind the scenes, day in and day out, often with limited resources. Their accomplishments are nonetheless remarkable. We salute this year's Heroines!

SUE BEHRA DiCARA
An active member of the Unity Church, Mrs. DiCara serves in a number of roles including part-time management of the church bookstore as well as an active committee worker. She serves also as a dedicated volunteer at the HIV-Aids Research Center. Sue frequently gives willingly of her time and resources to members of the community without ever seeking public acknowledgment of her generosity.

NORMA ESPINA
A former El Paso Community College student, Norma is completing her education at UTEP. Selected as one of only 75 participants at a national leadership conference in 1997, Ms. Espina returned to El Paso with a renewed sense of her responsibility to the community. She became a member of the Americorps for one year while continuing her commitment to her education and her children.

JOANN SHAW
An avid promoter of El Paso, Ms. Shaw built upon her love for the area's history and culture when she created a successful tour guide service company. She has been a tireless volunteer for local historical organizations, including the El Paso Museum of History and the Magoffin Home. JoAnn's current volunteer projects include the Keystone Archeological Site, as well as the Wilderness Park Museum.

DELL NAJERA
An instructor at El Paso Community College, Dell Najera is highly respected by her colleagues and as by her students. She provides a positive role model for all who come in contact with her because she goes out of her way to serve others.

In celebration of our achievements .....

An exploration of future possibilities .....

A woman-to-woman kind of event!!!

W.I.T.
EQUITY AND OPPORTUNITY PROGRAM
WOMEN IN TECHNOLOGY

WOMEN'S FILM FESTIVAL

In honor of International Women's Day - March 8th

In celebration of National Women's History Month

MARCH 8-12
12 NOON--1
BRING YOUR BAG LUNCH

DATE	CAMPUS/RM	FILM	FACILITATOR
March 8-Monday	Valle Verde - B240	Gloria Steinem-/Self Esteem	Aggie Becker
March 8-Monday	Northwest Center-62	Postcards from the Future	Monica Wong
March 9-Tuesday	Valle Verde - B240	Sexism in Language	Ruth Peña
March 9-Tuesday	Transmountain-1309	The Double Shift	Trish Winstead
March 9-Tuesday	Rio Grande-A243	Women in Science	Doris Baker
March 10- Wednesday	Rio Grande-B102	The Need to Know	Ursula White
March 10- Wednesday	Valle Verde-B240	The Power Game	Rebecca Moore
March 10-Wednesday	Transmountain-1309	The Gender Tango	Dolores Iniss
March 10-Wednesday	Mission Del Paso -A103	Status of Latina Women	Margaret Rodriguez
March 11- Thursday	Valle Verde-B240	The First Ladies	Lucille Meismer-Dukes
March 11-Thursday	Transmountain- 1309	Dear Lisa	Linda Brown
March 12- Friday	Valle Verde-B240	Body Politics	Gail Shipley

SPONSORS: FACULTY FROM THE ARTS & COMMUNICATIONS DIVISION, HUMANITIES & SOCIAL SCIENCES DIVISION AND WOMEN IN TECHNOLOGY EQUITY AND OPPORTUNITY PROGRAM. FOR FURTHER INFORMATION CALL 831-2332

El Paso Community College does not discriminate on the basis of race, color, national origin, religion, gender, age or disability

1998-1999 Women's Worth Interview Log

Last Name	*First Name*	*Interview Title*	*Date*	*Air Date*
Berg	Katherine	Breast Cancer Awareness and Prevention	10/05/98	November
Buckmuelle	Flo	Suuport Services for Homeless Women and Children	01/12/99	February
Cascio	Rosemary	How Herbs Relate to Your Health	06/21/99	July
Chilton	Pat	1998 Female Engineer-Ft Bliss Region	09/03/98	October
Crawford-	Justice Ann	Legal Presepectives on Family Violence	12/07/98	January
Georges	Christy	Harley Davidson Culture & Female Aspect to Racing	05/11/99	June
Santoyo	Veronica	Drama Therapist on Sor Juana de la Cruz	11/09/98	December
Stansbury	Cathy	Female Automechanic	08/04/99	September
Tarin	Rose	Support Services for Homeless Women and Children	01/12/99	February

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"Taking women one step further..."

W.I.T.

EQUITY AND OPPORTUNITY PROGRAM

WOMEN IN TECHNOLOGY

El Paso Community College

IF YOU ARE FEMALE, YOU SHOULD KNOW THAT

- Whether or not you marry or have children, you will probably be working for pay outside your home for a large part of your life
  - *40 years if you are single*
  - *30 years if you marry but have no children*
  - *15-25 years if you marry and have children*
- You will probably need to work to help support yourself and your children or to contribute to your family's income
- You are more likely than a male to be limited to low-paying jobs with little chance for advancement unless you consider more than just the traditional female occupations and unless you obtain the education and/or training you will need to prepare for them

Source: [illegible]

Women in Technology serves you in the following locations:

Transmountain Campus/Room 1568
831-5085

Valle Verde Campus/Room A1413
831-3145

For information regarding the Opportunity Program visit or call

Valle Verde Campus/Room A1412
831-2332/2333

Whether you are a single parent, part of a low income family, going through a divorce, transitioning back into a school environment, graduating from high school or just want a different and better career, WIT will help you succeed!

CREDIT PROGRAMS

- AUTOMOTIVE TECHNOLOGY
- DRAFTING/DESIGN TECHNOLOGY
- ELECTRONICS
- ENVIRONMENTAL TECHNOLOGY
- FIRE TECHNOLOGY
- HVAC

NON CREDIT PROGRAMS

- ELECTRONICS/AUTOMATION INSTRUMENTATION
- INDUSTRIAL MAINTENANCE
- PLASTICS TECHNOLOGY
- PRECISION MACHINING
- QUALITY ASSURANCE
- SEWING MACHINE REPAIR
- WAREHOUSE OPERATIONS

P.O. Box 20500
El Paso, Tx 79998-0500

BUSINESS REPLY MAIL

El Paso Community College
Women in Technology
P O Box 20500
El Paso, TX 79998

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WOMEN IN TECHNOLOGY's EQUITY AND OPPORTUNITY PROGRAMS at El Paso Community College, strive to enhance your educational opportunities with student support services and a non-biased, gender equity attitude.

①To increase the number of women entering nontraditional technical/vocational training, education, and ultimately, occupations by assisting women, especially Hispanics, in clarifying their realistic options, and providing a system of needed support services.

②To provide a comprehensive bridge curriculum for vocational students, especially single parents, displaced homemakers, single pregnant women, older individuals and/or welfare recipients returning to school, to transition effectively into vocational education and training. This program supplies needed group support, and provides a semester-long curriculum addressing the gaps in social/life skills with interactive experience designed to develop confidence, share motivation and teach marketable workplace skills. This pre-arranged semester consists of entry-level math, an introductory course in your major, and a self-investment course. (*THE OPPORTUNITY PROGRAM IS OPEN TO ALL VOCATIONAL STUDENTS, MALE AND FEMALE*)

③To advance gender equity and knowledge of related issues while promoting nontraditional careers and education.

WIT PROVIDES:

- Career exploration advising
- Child care assistance for qualified students in cooperation with local agencies.
- Job information and trend projections.
- Referral services and help with special needs.
- Tuition assistance for qualifying applicants.
- Tutoring referrals.
- Supportive mentors who offer advice and encouragement.
- Internship opportunities to gain valuable work experience.
- A lending library of textbooks in nontraditional courses of study, and videos on women's issues.
- A team of highly motivated people who will provide a supportive learning environment and assistance in decision-making.

Moving toward the 21st century, ANYONE with education and training can work in TECHNOLOGY!

SEX & POWER workshops inform students, staff/faculty and employers about sexual harassment in the classroom and workplace. Designed to be fun and enlightening, the workshop facilitator encourages open discussion and questions. All materials are provided to participants.

INTERNSHIPS AND FUNDING
WIT thanks the local, national and international businesses and organizations that support our efforts to improve education and gender equity through grants, training provisions and volunteer mentors:

ASARCO • Boeing North American, Inc.
City of El Paso/Department of Planning
DJ Plastics
Envision Technologies Corporation
EPCC Facilities & Engineering
EPCC Facilities & Construction
EPCC Learning Resource Center/Valle Verde
Ft. Bliss • Gail Darling Inc.
General Polymers, Division of Ashland
International Computer Services
Juen & Associates
Quality Systems • Ramsey Steel Co., Inc.
Texas Department of Transportation
The Eureka Company • Tropicana Homes Inc.

ARTICULATED COURSES: A HEAD START If you recently graduated from high school, you may be eligible to receive college credit for technical courses taken in high school. Ask your instructor or counselor about petitioning for college credit at EPCC.

YES!_____

I received your brochure about the **WOMEN IN TECHNOLOGY** Program offered at El Paso Community College. Please send me more specific information about the following areas. (Check all that apply)

- ☐ AUTOMOTIVE TECHNOLOGY
- ☐ DRAFTING & DESIGN TECHNOLOGY
- ☐ ELECTRONICS
- ☐ ENVIRONMENTAL TECHNOLOGY
- ☐ FIRE TECHNOLOGY
- ☐ HEATING, VENTILATION & AIR CONDITIONING (HVAC)
- ☐ ELECTRONICS/AUTOMATION INSTRUMENTATION
- ☐ INDUSTRIAL MAINTENANCE
- ☐ PLASTICS TECHNOLOGY
- ☐ PRECISION MACHINING
- ☐ QUALITY ASSURANCE
- ☐ SEWING MACHINE REPAIR
- ☐ WAREHOUSE OPERATIONS

I am also interested in :

☐ OPPORTUNITY PROGRAM: A TRANSITIONAL, BACK TO SCHOOL PROGRAM OF SELF-INVESTMENT NOW OPEN TO ALL VOCATIONAL MAJORS

Name: _____

Address: _____

Apt#: _____ City/State: _____

Zip Code: _____ Phone #: _____

Grade: _____ H.S. _____ (If applicable)

This brochure was given to me (check one):

☐ During a career fair ☐ At an exhibit
☐ When I called/visited the WIT office ☐ Other

Please fill out this card and put it in the mail. The Post Office will deliver it at no cost to you.

Thank You!

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W.I.T. EQUITY AND OPPORTUNITY PROGRAM
WOMEN IN TECHNOLOGY

Equity Mail

An El Paso Community College Women in Technology Publication

Fall '98

Remarkable Quote . . .

> Of all the traps and pitfalls in life, self-disesteem is the deadliest, and the hardest to overcome, for it is a pit designed and dug by our own hands, summed up in the phrase, "It's no use--I can't do it."
>
> *Maxwell Matz*

In this issue:

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The following article appeared in the El Paso Times, written by Guadalupe Silva, July 21, 1998. Guadalupe Silva is a feature writer and editorial-board member at the El Paso Times:

Women's Rights Face New Attacks

One-hundred-fifty years ago this week, five women friends met for tea and started a revolution. Risking ridicule and ostracism, the five, headed by Elizabeth Cady Stanton, scheduled the first women's rights convention for July 19-20, 1848, in Seneca Falls, N.Y.

Nearly 300 men and wo-men attended the conference that gave birth to the movement's "Declaration of Sentiments." Taking a cue from Thomas Jefferson's revered Declaration of Independence, Cady Stanton expanded its beginning to read: "We hold these truths to be self-evident: that all men and women are created equal ..."

To understand just how daring these women and their supporters were in the mid-1800's, it must be realized that women at the time were "civilly dead," as Cady Stanton wrote. Women could not vote, hold office, go to college or own property - not even inherited lands - and were seldom given custody of children in divorces.

Despite the righteousness of their cause, it would take more than 70 years for women to gain the vote. The 19th Amendment, which says: "The right of citizens of the United States to vote shall not be denied or abridged ... on account of sex," was not approved until 1920.

Most of those opposed to giving women the vote did so under the belief that women were less intelligent and less able to make intelligent political decisions than men.

Unfortunately, it is a belief still held by many in our society, and not only men. The fact that such an important date for women was hardly mentioned in the El Paso media is but one example of its loss of momentum.

In Seneca Falls this year, 21 women were inducted into the Women's Hall of Fame and several forums were convened, with the participation of first lady Hillary Clinton and others, to set the agenda for women in the 21st century.

(Cont'd. on Page 5)

Available Services from WIT

WIT continues to provide the following support services for WIT students. How do you know if you qualify for our services? You must have a declared major in Automotive, Drafting, Electronics, Environmental Technology or Fire Fighting. You can also be enrolled in a training program such as Electronics/Automation, Industrial Maintenance, Plastics Technology, Precision Machining, Quality Assurance, Sewing Machine Repair and warehousing.

Library Book Loan System

In the event that you cannot purchase your core content books, we have a library where you can check out the books you need for the semester. Please call Nellie Mejia at 831-3145 or Hope Ordaz at 831-3145 for more information on the books that are available.

Tools

Tool kits are available for the Automotive Technology students. The tools are available for check out before class and have to be returned at the end of the class session so that other students can have access to them. Please call Nellie Mejia at 831-2333 for information on this service.

Transportation

If you need assistance with transportation, WIT has bus tokens available for those who qualify financially. Please call the Hope Ordaz at 831-3145.

Clothes Closet

If you are interviewing for a job and you do not have professional clothing to wear, we may be able to help you. We are currently starting a 'clothes closet' of professional clothing for vocational students. We hope to be in full operation by the end of October. If you think we can help you, please call Edwina Vogan, Program Student Advisor at 831-2376.

Sexual Harassment Information

If you would like information on Sexual Harassment or have questions, please stop by the office and visit with our Program Student Advisor. She has valuable information that should be part of everyone's personal file. Please call Edwina Vogan at 831-2376.

Video Library/Reference

The program has a collection of videos on different issues of interest. We also have a collection of books on topics ranging from career juggling to women's issues. These videos and books are available for check out. *Great source for a research paper!* Stop by the office and check out some of these that might be of interest to you.

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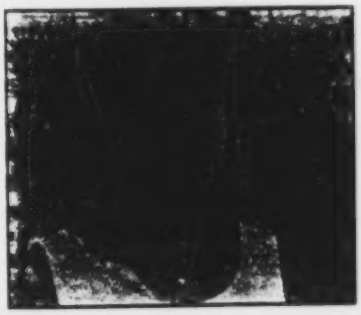
Looking to the Future

Interview with Anabel Alvarez

by Edwina Vogan, PSA



Anabel Alvarez is a first-generation college graduate, the oldest of four girls. Her mother and father encouraged her to go to college because they did not and they wanted their children to be college-educated. Anabel's parents assured her that she would not have to work while in school. This made it easier for her to attend school without the extra pressure of working. Her mother who has attended real estate classes at EPCC, was a strong influence on Anabel's decision to continue her education.

An Environmental Technology major, Anabel was always interested in math and science and as she says " I studied more math and science because I did like those subjects." Her interest in the environment started when she was very young. She found out about the "Don't Mess with Texas" campaign and asked her parents to save newspapers and aluminum cans for recycling. She joined an environmental club in junior high school and took environmental courses in high school. Anabel was fortunate to be asked by her environmental science teacher to work as an intern for one year at the Texas A&M Research station. She worked with UTEP and NMSU students as well as Texas A&M staff in the environmental microbiology department. In a Socorro colonia, she gathered water samples and served as an interpreter to explain the purpose of the research project to the residents.

The Women In Technology program has been helpful to Anabel. Her Environmental Technology instructor, Russell Smith, encouraged her to inquire about WIT and she says "he tells every woman student to find out about WIT." Anabel felt lost in the college environment and WIT was a good source of information. She was an intern during the summer of '98 for Dayco Industries as an assistant to the environmental safety officer where she applied what she learned in the classroom. Anabel believes the internship experience will be helpful in attaining other jobs.

What are her future plans? She wants to continue her education by pursuing a bachelor's degree in Environmental Engineering. Her parents and her fiancee support her decision. She may have to work and go to school. The internship convinced her that she can handle both.

Anabel encourages all WIT students to continue their education, no matter what their circumstances might be. She says "*If they took that first step to get into school, that is a major accomplishment. Be proud of yourselves. Keep trying. Keep going.*"

VICA Students Impact our Community

by Lynn Saylor

During the past year the Women in Technology students have been busy making our community a better place to live.

Spring semester students made Valentine presents for senior citizens, assisted the El Paso Women's History Month Coalition with the 1998 Unsung Heroine Awards, and with the help of the Student Government Association, bought a 3-component sink for the Opportunity Center and prepared a wonderful lunch for about seventy-five homeless people.

Summer semester students organized and carried out clean-ups at three westside housing projects, worked with the EPCC Buildings Maintenance and Grounds Department labeling plants at the Northwest Campus, compiled a "Plant Guide" and finally, organized and hosted a lecture in "Xeriscaping."

Current VICA students are making Halloween gifts for senior citizens, labeling plants at the Transmountain Campus and compiling a "Plant Guide" to accompany the labels.

Former Opportunity Students are currently raising money for a VICA scholarship that will be awarded to a high school student wishing to pursue a vocational education at EPCC.

Farewell Rachel!

Many of you have been recruited by, advised or congratulated on your success by Rachel Ortiz. Rachel has left Women in Technology to pursue a doctoral degree in Educational Administration at New Mexico State University in Las Cruces.

We wish her well and thank her for all the hard work.

Free Tutorial Services

- Writing Center–831-2195
- Math Center–831-2144
- Retention Action Program (RAP)–831-2601
- Program for Academic--831-2667
  Student Services (P.A.S.S.)
- PLATO System
  (Call Edwina Vogan, 831-2376 for a list of available subjects)

WE ENCOURAGE STUDENTS TO TAKE ADVANTAGE OF THESE SERVICES.

Article *(Con'd)* from p.1.

The feminist revolution has indeed lost its impetus. And it is lamentable. While some gains have been made, the battle is far from being won.

Today, women have the right to vote and to hold office. But only 12 percent of the congressional seats are held by females. In El Paso, there are only two women city representatives. There are no women on El Paso County Commissioners Court, and Thomason Hospital has no women on its board. The situation is the same in other public and private boards.

That is not to say women have not made gains; they have. There are now women soldiers, pilots, CEOs of large corporations, astronauts, athletes, diplomats and Supreme Court justices. Although well deserved, most are token appointments.

Women who have managed to break the glass ceiling are still few and far between. They are hardly representative of their population numbers. They're not even representative of their educational achievements. Today, more women than men graduate from American universities. Their intellectual capacity cannot be denied. Yet, women's pay still lags far behind that of men, performing under equal working conditions and responsibilities.

According to a recent report by the U.S. Department of Labor Women's Bureau, women now earn 76 cents for every $1 made by a man. The report, titled "Equal Pay: A Thirty Five Year Perspective," allows that progress has been made but points out that the gap between wages made by men and women is till too wide and unjust. In 1963, women were paid 59 cents for every $1 made by a man. "We have made progress in the last 35 years, said U.S. Secretary of Labor Alexis M. Herman. "But this report shows we still have a lot of work to do to fill that gap. Equal pay is not a privilege, it is a right. ...It also makes good business sense."

But even that small progress is now in jeopardy.

Few can deny the big push for women's rights was fueled by their entry into the work force. Now, a conservative movement is underfoot to return them to the home and the kitchen. The reasons given: Juvenile crime, delinquency and drug abuse can only be curved by a return to old-fashioned values and a return of the mother to the home.

Just this spring, Southern Baptists urged wives during their convention to "submit graciously" to husbands. And Time magazine declared feminism dead several weeks ago.

Contrary to popular belief, feminism is not the promotion of manly traits in women, it is the pursuit of the same rights sought by the five women friends who signed the "Declaration of Sentiments" 150 years ago.

All men and women are created equal. It should not take another 150 years for that premise to be accepted.

Opportunity Program - Spring Semester

TANF RECIPIENTS - FOR YOUR INFORMATION

For those of you on Temporary Assistance for Needy Families (TANF), you know that welfare reform is in effect and time is ticking away on eligibility for continued benefits. WIT is currently recruiting for the spring class of the Opportunity Program and we want you to encourage other students to attend the class. If you have a friend or someone you know that is on TANF, enrollment in the Opportunity program could help fulfill the requirements that are needed to receive further aid if: the Maximus (job readiness) obligations are completed, they are still unemployed and they have consulted with their counselors before entering the class.

The work activity hours required to remain on TANF are as follows: 25 hours per individual or 70 hours per couple (35 per person). The following is an example of how those hours could be met by enrollment in the Opportunity Program. The class meets 10 hours a week, homework hours spent in the EPCC library and volunteerism in the WIT office during the week can be counted towards the total hours. What makes these activities so worthwhile is that the Opportunity Program helps with the skills, experiences and information to make a person better prepared for the workforce, gives an incentive to study and finish homework while at school, and provides some work experience in an office environment.

Remember that time is running out. The Opportunity Program can be the key to a smooth transition into college and open the door to a safety net of support. For further information on the class or the specifics of the TANF requirements, call the WIT office 831-2376 and we will help you or your friends make a change; take a new direction. Don't miss out - We are waiting to hear from you.

The following WIT staff are available to answer any questions you may have:

Victoria Di Benedetto, Project Director	Valle Verde/Room 1413	831-2377
	Transmountain/Room 1512	831-5085
Edwina Vogan, Program Student Advisor	Valle Verde/Room 1412	831-2376
Lynn Saylor, Self-Invest Instructor	Valle Verde/Room 1412	831-2334
Nellie Mejia, Secretary	Valle Verde/Room 1412	831-2333
Hope Ordaz, Student Assistant	Valle Verde/Room 1413	831-3145

W.I.T. EQUITY AND OPPORTUNITY PROGRAM
WOMEN IN TECHNOLOGY

Equity Mail

EL PASO COMMUNITY COLLEGE

An El Paso Community College Women in Technology Publication

Spring '99

Remarkable Quote . . .

Studies indicate that the one quality of all successful people have is persistence. They're willing to spend more time accomplishing a task and to persevere in the face of many difficult odds. There's a very positive relationship between people's ability to accomplish any task and the time they're willing to spend on it.

Joyce Brothers,
How to Get Whatever You Want Out Of Life

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The following article appeared in the El Paso Times, January 26, 1999 written by David Colker, Los Angeles Times.

MORE WOMEN TAKE MOTORCYCLE SEAT

If you think a woman's place in motorcycling is on the pillion, it's time for a statistical reality check.

J.D. Power & Associates, famous for crunching numbers for the automobile industry, recently examined the world of two-wheeled motoring with the nation's first major survey of motorcycle owners, their demographics and buying habits. The study included the role of women in the hobby, and concluded that the dated "Wild Ones" image is just about as valid for bikers as "Father Knows Best" is for families.

There were a lot of surprises that came out of this study, said Gil Niv, an analyst at Power who oversaw the study of more than 9,000 buyers of 1998 motorcycles. "But one of the biggest was how many women are coming into motorcycling. Of all persons in the survey who were buying their first motorcycle, 22 percent were women.

"This is significant (for the industry), especially for the future." But for the present, it will not have much effect on the overwhelming male-dominated world of motorcycling. Of all buyers of 1998 motorcycles, only about 8 percent were women, the Power study found. Still, if female percentages remain strong among first-time buyers, Niv noted, women will significantly chip away at that male supremacy.

There were other indications that more women are venturing into the motorcycle world, and not just as passengers.

- About half the women who bought 1998 motorcycles said they had taken the riding course for beginners from the highly regarded Motorcycle Safety Foundation. Only 20 percent of male buyers had attended the program, which Niv interprets as yet another sign that women are building their numbers within the motorcycle population.
- Women who bought new bikes had about the same household annual income-around $58,000-as men in the survey. At a median age of 38, the women were three years younger than their male counterparts.
- Another significant difference emerged in data involving education levels. About 40 percent of the women had college degrees compared to 31 percent of the men.

The ultimate acknowledgment by the industry that bikes are not just for guys will be when manufacturers start building motorcycles scaled down for women.

"It is really frustrating, said Claire Vitucci, 26, who started riding last year. Because she is only 5 feet tall-the average woman in the Power survey was 5-foot 5-Vitucci's choices are extremely limited.

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Available Services from WIT

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Library Book Loan System

In the event that you cannot purchase your core content books, we have a library where you can check out the books you need for the semester. Please call Nellie Mejia at 831-2333 or Hope Ordaz at 831-3145 for more information on the books that are available.

Tools

Tool kits are available for the Automotive Technology students. The tools are available for check out before class and have to be returned at the end of the class session so that other students can have access to them. Please call Nellie Mejia at 831-2333 for information on this service.

Transportation

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Sexual Harassment Information

If you would like information on Sexual Harassment or have questions, please stop by the office and visit with our Program Student Advisor. Please call 831-2376 if you need further information.

Video Library/Reference

The program has a collection of videos on different issues of interest. We also have a collection of books on topics ranging from career juggling to women's issues. These videos and books are available for check out. *Great source for a research paper!* Stop by the office and check out some of these that might be of interest to you.

Do call Hope Ordaz at 831-3145 if you need further information on program support services.

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Career Information Page

CAREER DECISION MYTHS

MYTH: *THERE IS ONE RIGHT JOB FOR ME.*

On the contrary, you are a multi-potential individual. There are numerous occupations in which your talents can be equally applied and the nature of these possibilities will expand as your work experiences accumulate.

MYTH: *CAREER PLANNING IS AN IRREVERSIBLE PROCESS.*

Not so. You can change career direction whenever your talents, needs and resources dictate or allow.

MYTH: *THERE IS PARTICULAR SET OF JOB RESPONSIBILITIES FOR EVERY OCCUPATION.*

On the contrary, people in positions having the same titles are very often performing different tasks. The varying duties are due to the individual's interest and capabilities along with varying needs from employer to employee.

MYTH: *CHOOSING AN OCCUPATION IS DIFFICULT AND HARD.*

Not necessarily. Choosing an occupation is a complex process that takes time, patience and research. It can be a very satisfying experience under the guidance of your family, teachers and counselors.

MYTH: *IF I'M SMART, GO TO COLLEGE, STUDY HARD AND GRADUATE, I'LL GET A GOOD PAYING JOB IN MY CHOSEN OCCUPATION.*

Getting a good paying job in your chosen occupation depends on many factors, some of which you have no direct control over, such as, the U.S. economy, downsizing, competition, advancements in technology, etc. You may have to be patient and very persistent in your job search.

MYTH: *A FOUR-YEAR COLLEGE DEGREE GUARANTEES A GOOD PAYING JOB.*

Not so. Only 20% of current jobs require a four-year college education. It is very important to remember that many jobs require technical skills as well.

MYTH: *EVERYONE SHOULD GO TO COLLEGE.*

Everyone probably needs some training beyond high school. Think first about what occupation you want, then find out what education is necessary to do that job. Remember desire and effort are necessary to be successful in post high school education.

Extracted from: Career Success, a publication by the Texas State Occupational Information Coordinating Committee

WHY SOME APPLICANTS DON'T GET THE JOB

Over 186 companies were asked to list the negative factors which most often cause the company not to hire a job applicant. The top 12 factors cited by most of the companies are listed below.

1. *Poor scholastic record-Low grades without reasonable explanation.*
2. *Inadequate personality-Poor attitude, lack of poise, lack of self-confidence, timidness.*
3. *Lack of goals/objectives-Poorly motivated does not know his/her interests.*
4. *Lack of enthusiasm-Lack of drive, not sufficiently aggressive.*
5. *Lack of interest in the business-Not interested in the type of job available.*
6. *Inability to express himself/herself-Poor speech.*
7. *Unrealistic salary demands-More interested in salary than in opportunity, unwilling to start at the bottom.*
8. *Poor personal appearance-Careless dress or poor personal hygiene.*
9. *Lack of maturity-No evidence of leadership potential.*
10. *Lack of extracurricular activities-Inadequate reasons for not participating in activities.*
11. *Failure to get information about company-Lack of preparation for the interview.*
12. *Unwilling to relocate-Not willing to move to another city or region to accept a job offer.*

Extracted from: Career Success, a publication by the Texas State Occupational Information Coordinating Committee

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Career Page Continued

QUESTIONS JOB APPLICANTS SHOULD ASK

Every employer will expect you to ask some questions. Be prepared for a conversation. Employers expect job interviews to be conversations, not question and answer sessions. No matter which job you're applying for, or what kind of company it is, you should consider asking some of the following questions.

QUESTIONS ABOUT THE INTERVIEWER

- *What do you like most about working here?*
- *What advice can you give me about succeeding here?*
- *What is the most important thing you have learned here?*

QUESTIONS ABOUT THE COMPANY

- *What is the company's mission statement?*
- *What do you see happening 10 years from now?*
- *Why is the company successful?*

QUESTIONS ABOUT TRAINING

- *Do you have a formal training program?*
- *If so, what will it cover?*
- *How will I be evaluated during the training?*

QUESTIONS ABOUT RESPONSIBILITIES

- *What would my most important responsibility be?*
- *What would my department be responsible for?*
- *To whom would I report?*

QUESTIONS ABOUT THE JOB?

- *What would I actually do?*
- *What career paths are available to me?*
- *What skills would I use?*

FINAL QUESTIONS

- *Do you have any [illegible] questions?*
- *When can I expect to hear from you?*

If you're prepared to ask questions like these, you'll show the employer that you're prepared for the interview. Hint...pick one question from each category. Remember...a good interview sounds like a conversation not a Q&A session.

Extracted from: Career Success, a publication by the Texas State Occupational Information Coordinating Committee

GET LINKED

Below are Internet links that offer information on careers, universities, job openings, and testing

America's Job Bank
www.ajb.dni.us

American Universities
www.clas.ufl.edu/CLAS/americanuniversities.htm

Career Magazine
www.careermag.com/careermag

Career Mosaic
www.careermosaic.com

E-Span Employment Database Search
www.espan.com/cgi-bin/ewais

Educational Testing Service (ETS)
www.ets.org

Intellimatch
www.intellimatch.com

Job Center
www.jobcenter.com

Job Web
www.jobweb.org

ATTENTION
INTERNSHIPS AVAILABLE

Internship opportunities are available for nontraditional majors. This is an excellent opportunity to get first hand experience in the workplace in your field of study. Female students must meet the following criteria in order to qualify:

- ✓ *have a "B" or 3.0 GPA (grade point average)*
- ✓ *have completed at least 50% of the requirements for one's degree or certificate goal*
- ✓ *receive a recommendation from an instructor in the field of study*

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INTERVIEW WITH PRECISION MACHINING STUDENT, *CRUZ VARGAS*

While Cruz's peers had their handbags filled with cosmetics, Cruz had hers filled with tools. Her dream as a little girl was to work in a male oriented field and she began her studies in Mexico in the nontraditional arena at a very young age. She went against the traditional careers such as secretaries, to pursue her dream. At the age of twelve, Cruz was taking Industrial Drawing, Electricity Classes and other vocational courses in pursuit of her dream. When things needed to be fixed in her home, it was Cruz who could fix the electrical problems, the washing machine, etc. However, when she realized she was fighting a loosing battle with gender discrimination in Mexico she temporarily changed her focus and began studying in the beauty and health care field.

Later, Cruz began taking classes to improve her very limited English skills at El Paso Community College and she enrolled in WIT's Project Opportunity Program. She benefitted greatly from the motivational, self-esteem workshops the program had to offer and she took advantage of them all. Cruz says she owes part of her success to Women in Technology, since it was a Rockwell Scholarship that provided her the window of opportunity she so desperately needed.

While studying at community college, she applied for a clerical position at Elcom. When the supervisor perused her resume, he said to her, "You do not belong in a clerical position, you belong in our Engineering Department " Cruz was ecstatic. Her dream was finally beginning to develop. Cruz' career at Elcom has taken her from an entry level position to CNC Profile Grinder. Cruz's educational goals are to receive her Precision Machining Certificate and then enroll in the Tool/Die Maker Apprenticeship Program.

Cruz's strongest role model is her mother who has been a registered nurse for 30 years and never passes up an opportunity to learn more. She has always supported her in her career decisions and believed in her.

Cruz's advice to students: "Do not be afraid to pursue your dreams, if you want it, go for it, you can do it. The opportunity is there."

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Bulletin Board

FAREWELL EDWINA!

Edwina Vogan has left Women in Technology to pursue a masters degree at the University of Phoenix in Arizona. We wish her well and thank her for all her hard work. She will be missed.

CHILD CARE AVAILABLE

A limited amount of funding for Child Care is now available for students enrolled in nontraditional, credit or non-credit courses.

The following WIT staff are available to answer any questions you may have:

Victoria Di Benedetto, Project Director	Valle Verde/Room 1413	831-2377
	Transmountain/Room 1512	831-5085
Tony Cassagnol, Project Specialist **(Welcome)**	Valle Verde/Room 1412	831-2332
Nellie Mejia, Secretary	Valle Verde/Room 1412	831-2333
Hope Ordaz, Student Assistant	Valle Verde/Room 1413	831-3145

EL PASO COMMUNITY COLLEGE

P. O. Box 20500
El Paso, Texas 79998-0500
#5-21743

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Date _____
Phone Call Office Visit

WIT EQUITY AND OPPORTUNITY PROGRAM
INTAKE FOR/REQUEST FOR SUPPORT SERVICES

PART I - BASIC INFORMATION

1. _____
Last Name *First Name* *Middle Initial*

2. _____
Street Address *City* *State* *Zip*

3. _____
Home Phone *Business Phone*

4. _____ *Currently Enrolled?* ❒ No ❒ Yes
Social Security Number

5. Declared Major or Training Program: _____

6. Circle level of education completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
High School Diploma ❒ GED ❒ College credits/degree _____

PART II - REFERRAL INFORMATION

7. Employed: ❒ No ❒ Yes If yes: Where: _____ Schedule: _____

8. Source of Referral: _____

9. Referred to: **EPCC Services** **WIT Student Advisor for** **Other WIT Services**

❒ Admissions	❒ Internship	❒ Opportunity Program
❒ Testing	❒ Mentorship Program	❒ Boeing Scholarship
❒ Financial Aid	❒ Child Care	❒ Housing Referral
❒ Academic Advising	❒ Transportation Needs	❒ WIT Libary
❒ Job Placement/Co-Op Educ.	❒ Career Exploration/Advising	❒
❒ Counseling Services	❒ Other	❒
❒ RAP, PASS or Math Lab	❒	❒

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PART III - TRANSPORTATION SERVICES

Program enrollment date _____ Program planned completion date _____

Time period for supportive services request: From: _____
To: _____

For transportation assistance specify: Gas Coupons ☐ Bus Tokens ☐
(IF REQUESTING GAS COUPONS ONLY, FILL OUT THE FOLLOWING PORTION BELOW:

Gas Coupons:

Odometer at home _____ Car make/year _____
Odometer at training site _____ MPG _____
Miles one way _____ Drivers License Number _____
Reviewed by _____ Approved by _____

Recommendations/Comments _____

Number of coupons needed per week: _____

Bus Tokens:

List the bus route numbers and/or transfers: _____
_____

PART IV - SUPPORT SERVICES

Which of the following services will you need to be able to participate in our program?

☐ Child Care ☐Financial Aid ☐Transportation

Yes No
☐ ☐ Are you currently receiving any of these support services? If yes, name of organization _____
How much longer will this service last? _____
☐ ☐ Are you currently in default of a loan? From: _____

Financial Disclosure
(list your household income from the sources listed below)

Your Salary	$	Food Stamps	$	Medicaid	$
Spouse's Salary	$	Alimony	$	Other	$
Parent's Support	$	Housing Subsidy	$	AFDC	$
Child Support	$	Veteran's Benefits	$	Unemployment	$

Were you referred by an agency or person? ☐ Yes ☐ No
If yes, please state name of agency or person _____

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PART IV - SUPPORT SERVICES CONT'D

I ☐have enrolled or ☐intend to enroll in the following:

Credit Non-credit

Declared Major _____ Certificate Program _____
Declared Minor _____

I am requesting assistance with ☐ tuition ☐books ☐Supplies ☐Other

Please list any particular circumstances which may have a bearing on your request.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

PART V - EMPLOYMENT HISTORY

List your present or most recent position FIRST

Dates	Company Name	Position	Full Time	Part Time	Salary/Hour

If unemployed, when was your last date of employment? _____
Have you ever been or are you currently enrolled in the Department of Human Services (DHS) JOBS Program?
☐ Yes ☐ No Date _____
DHS Location/Case Manager _____ Phone Number _____

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Courses (Credit or Non-Credit) for which tuition is needed:

Name	Length of Course	Schedule	Tuition

If known, what is your registration deadline? _____

Do you require additional help with books and supplies? If so, please state specifics _____

_____

_____

_____

WIT EQUITY AND OPPORTUNITY
DECLARATION OF NONTRADITIONAL MAJOR

I, _____ hereby claim, that I intend to use the nontraditional course training I will receive from El Paso Community College to earn a living and better my future.

_____

Signature of Participant *Date*

THIS INFORMATION IS COMPLETE AND ACCURATE TO THE BEST OF MY KNOWLEDGE

_____

Signature *Date*

PART VI - ACTION NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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WIT Intake Assessment by _____ Date: _____

Follow up appointment with _____ Date: _____

WOMEN IN TECHNOLOGY

PERMISSION TO RELEASE GRADES AND/OR ATTENDANCE

STUDENT NAME _____

SS# _____

EMPLOYEE _____

I _____ SS# _____
HEREBY AUTHORIZE RELEASE OF MY EDUCATIONAL RECORDS TO THE FOLLOWING

WOMEN IN TECHNOLOGY, EPCC

MARGARET BROOKS, PROGRAM STUDENT ADVISOR,
ANTONIO R. CASSAGNOL, PROJECT OPPORTUNITY, SPECIALIST

DURING THE TIME I AM ENROLLED IN THE EL PASO COMMUNITY COLLEGE APPRENTICESHIP AND W I T EQUITY AND OPPORTUNITY PROGRAM

_____

SIGNATURE _____ DATE _____

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WIT EQUITY & OPPORTUNITY PROGRAM

Statement of Understanding - Gas Coupons

I agree to keep my drivers license current and not let it expire. I agree I am solely responsible for keeping my registration, inspection sticker, tags, and EL Paso Community Student Parking sticker current. EPCC and WIT's Equity & Opportunity Program will not be held legally liable or responsible if I operate a vehicle illegally. I will provide the WIT Equity & Opportunity Program a copy of my drivers license and EPCC registration form. If my license expires, I will provide a copy of the new license. I understand I will not receive any gas coupons if I do not have a valid drivers license.

_____

Student's Name (Please Print Clearly)

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_____ _____

Student's Signature Date Signed

Do not write below this line

For WIT Staff Only

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Monetary allocation per week (Amt) 76 Coupons/Tokens By _____ Initials

El Paso Community College does not discriminate on the basis of race, color, national origin, religion, gender, age, or disability

WIT EQUITY AND OPPORTUNITY PROGRAM
REFERRAL FOR SERVICES

DATE:_____

STUDENT INFORMATION

STUDENT NAME:_____

SOCIAL SECURITY #:_____

ADDRESS:_____

CITY, STATE, ZIP:_____

MAJOR:_____

MILEAGE TO:_____

FOR WIT STAFF ONLY_____

SERVICE START DATE:_____

SERVICES APPROVED: ____BUS TOKENS AMOUNT:_____

____BUS TRANSFERS AMOUNT:_____

____GAS COUPONS AMOUNT:_____

STAFF MEMBER INITIALS:_____

THERE WERE 170 RESPONDEES.

WOMEN IN TECHNOLOGY
WORKSHOP EVALUATION

Name of Workshop SEXUAL HARASSMENT

Name of Facilitator EDWINA VOGAN/MARGARET BROOKS

SESSION CONTENT	Poor	Fair	Good	Excellent	NO ANSWER
Your overall evaluation of the workshop	0%	2.3%	45.2%	51.7%	0.5%
Clarity and completeness of workshop content	0%	5.8%	41.1%	51.1%	1.7%
Relevance of content to you	0%	7.0%	46.4%	44.1%	2.3%
Usefulness of handouts	0%	5.8%	37.0%	54.1%	2.9%
Quality of visual aids (if applicable)	1.1%	5.8%	32.2%	40.5%	19.4%
PRESENTER(S)					
Overall Performance	0.5%	4.1%	26.4%	66.4%	2.3%
Knowledge of subject	0%	2.3%	28.2%	68.2%	1.1%
Presentation skills	0.5%	4.7%	30.5%	62.3%	1.7%
Ability to respond to questions	0.5%	3.5%	33.5%	59.4%	2.9%

What aspects of this session did you like the most?

What aspects of this session would you improve or change?

Other comments

WOMEN IN TECHNOLOGY thanks you for your participation in this workshop. If we may send you additional information about our program or other upcoming events, please write your name, phone number and address at the bottom of the page.

May we contact you regarding this evaluation? Yes 14.1% No 85.9%

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Comments

1. **What aspects if this session did you like the most?**
   - The importance of sexual harassment laws that governs the workplace.
   - The pole climbing.
   - Sexual Harassment.
   - Sexual Harassment in the workplace.
   - It's general support if women and outlets for the support.
   - Knowing that women in need have somewhere to turn to.
   - I thought it was good.
   - Everything was interesting.
   - Mrs. Vogan was answering my questions as best as she could.
   - I have been involved in similar training.
   - I like all the session of the workshops.
   - The harassment of women and men.
   - Class participation.
   - Good examples, good training and easier of the understanding of the subject.
   - How to deal with sexual harassment.
   - All of it.
   - Openness, friendless, and great knowledge of subject.
   - Consent and revelence of the materials.
   - Visuals aids.
   - The videos.
   - Working together with others to accomplish something.
   - Characteristics and Leadership.
   - The class participation aspect if the lecture.
   - Examples.
   - Information on legal rights and acts.
   - Video presentations.
   - When she explains what women should do if she was being sexual harassment. Cause I did not know that.
   - About the movie videos about different types of sexual harrasment.
   - All of the contents.
   - Everythings.
   - Everything.
   - All of the sessions.
   - She's organized and ready to give presentation.
   - The attention that we all put on class.
   - Point out he things we may do jokingly and may end up in trouble.
   - Clarity.
   - Everything was OK.

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2. **What aspects of this session would you improves of change?**

- None.
- No change needed.
- Just having more time to give more details.
- More opportunities for women, more career choices for women.
- I would not change anything.
- More knowledge of legal aspects.
- More questions and answers.
- The visual aids should be of better quality for better comprehension.
- Longer sessions and more supporting events.
- Better examples; more time to talk about different situation.
- The way I talk to women.
- The presentation was good I would not change anything.
- I won't.
- More class participation.
- The course was very well presented.
- Visual aids.
- I think the whole presentation was great.
- It was nice talking to and listening to different kinds of leadership.
- Time wise, we needed more time for discussion.
- Show current views and opinions of stereotypes.
- Everything is clear, notes on file.
- Time.
- We need more time to talk about this subject.
- It went to fast and needs so much more information about how subjective sexual harassment is. It also doesn't inform women true preventative measures.
- To improve the movie selection.
- More visual aids and examples.
- It was real short (time wise).
- Keep up the good work.
- She was a very good listener.
- It was fine the way it was.
- Maybe make it more exiting, because it was a little bit boring, not the subject, but the instructor.
- More explanations of what exactly you can do or where you can go for help.
- The video needs to updated.
- It would get the audience more involved.
- Need more details.
- She was short in time, she had more to talk about, but there wasn't enough time.
- Time extension.
- The prevention.
- Be very careful.
- Nothing.
- Cut short.
- More time.

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3. Other Comments:

- Too short.
- Need more time to grasp more information.
- Very good; very informative.
- Edwina Vogan was great.
- I thought it was very educational.
- Very well instructed.
- Very articulate and witty.
- Get more detailed.
- I think it's good to hear more about it.
- It's nice to know what you can and can not do, let them go over board.
- The presentation was good I would not change anything.
- I liked it very much, it was very informative, and educational among the youthful children in our generation.
- The course was very well presented.
- I think the whole presentation was very well presented.
- Very interesting topic which deserves more recognition.
- Even though this class is for women show how the men think today.
- I like the workshop but the time or the is to short.
- Edwina Vogan is a great speaker and presenter.
- I guess that a little bit more time would enable us to cover all subjects and aspects of the workshop.
- Mrs. Edwina Vogan really did a good job.
- Keep up the good work on the workshops and presentations.
- Maybe this class should be held in every class.
- A lot of people out there might need help, I didn't even know this program was available to anyone.
- Good informative workshops.
- Overall, this was a great, informative, and helpful presentations.
- None.
- She came prepared and got to the point.
- Very much appreciated us in things we are ignorant.

EL PASO COMMUNITY COLLEGE

Texas Higher Education Coordinating Board
Grant Application
Carl D. Perkins Vocational & Technical Education Act of 1998
Program Year 1999-2000

ABSTRACT PAGE

Since the Equity and Single Parent grants are two parts of one comprehensively developed program called the Women in Technology (WIT) Equity and Opportunity Program, the goals and objectives of both are:

GOAL #1 To increase the number of women entering nontraditional technical/vocational training, education, and ultimately, occupations by assisting special population students, in clarifying their realistic options and providing a system of needed support services.

OBJECTIVE #1: Participate in efforts to address the issues involved in changing social attitudes regarding women's needs, abilities, access and strategies to expanded work roles and training options.

OBJECTIVE #2: Provide career information on nontraditional technical/vocational careers and provide Sexual Harassment Workshops for students, both male and female.

OBJECTIVE #3: Provide individual academic, personal, and financial support to women students in nontraditional technical/vocational classes to assure successful retention and completion of training.

OBJECTIVE #4: Provide job development activities to women student graduates in nontraditional/technical/vocational classes and to women students in need of work, who have gained sufficient training for job placement.

GOAL #2: To provide a comprehensive bridge curriculum called the Self Investment class (96 hours) for a minimum of thirty-six (36) special population students, male and female, to transition effectively into vocational education and training.

OBJECTIVE #1: Recruit, identify, test and select 36 students (@ 4 classes of 9 each).

OBJECTIVE #2: Arrange for enrollment of students and assignment of support services.

OBJECTIVE #3: Refer students to appropriate college counselor for development of degree plan or training program.

OBJECTIVE #4: Provide intervention and retention strategies, and assist with special needs throughout the duration of the program.

OBJECTIVE #5: Evaluate each student's progress, arrange for program evaluation by each student, arrange for a commencement ceremony.

OBJECTIVE #6: Follow-up with each student to assure enrollment and retention in college choice of classes.

OBJECTIVE #7: Do a yearly survey of students to determine their status and maintain information in the WIT/Opportunity Program database.

GOAL #3: To assure sufficient and proper reporting of program successes.

OBJECTIVE: Develop a comprehensive End of Year Report to be disseminated to funding sources.

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1999-2000 ELIGIBILITY GUIDELINES
AND SERVICES PROVIDED
FOR SPECIAL POPULATION STUDENTS WITH CONCENTRATIONS IN THE
VOCATIONAL TECHNICAL FIELDS

INDIVIDUALS WITH DISABILITIES	Self Investment (Life Skills) Class, Childcare Referrals, Job Information and Trend Projections, Sexual Harassment Workshops, Recruitment Exhibits and Fairs
INDIVIDUALS FROM ECONOMICALLY DISADVANTAGED FAMILIES, INCLUDING FOSTER CHILDREN	Self Investment (Life Skills) Class (including Transportation Allotment), Childcare Referrals, Career Exploration Workshops, Sexual Harassment Workshops, Recruitment Exhibits & Fairs
INDIVIDUALS PREPARING FOR NONTRADITIONAL TRAINING AND EMPLOYMENT-FEMALES	Self Investment (Life Skills) Class (including Transportation), Childcare Referrals, Job Information and Trend Projections, Job Development, Newsletters, Tool/Textbook/Video Library, Transportation Allotment, Sexual Harassment Workshops, Tuition Assistance and/or Referrals, Recruitment Exhibits and Fairs
INDIVIDUALS PREPARING FOR NONTRADITIONAL TRAINING AND EMPLOYMENT-MALES	Self-Investment (Life Skills) Class (including Transportation Allotment), Childcare Referrals, Job Information and Trend Projections, Sexual Harassment Workshops, Recruitment Exhibits and Fairs
SINGLE PARENTS, SINGLE PREGNANT AND DISPLACED HOMEMAKERS-FEMALES	Self-Investment (Life Skills) Class (including Transportation Allotment), Childcare Referrals, Job Information and Trend Projections, Sexual Harassment Workshops, Recruitment Exhibits and Fairs
SINGLE PARENTS AND DISPLACED HOMEMAKERS-MALES	Self-Investment (Life Skills) Class (including Transportation Allotment), Childcare Referrals, Job Information and Trend Projections, Sexual Harassment Workshops, Recruitment Exhibits and Fairs

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INDIVIDUALS WITH OTHER BARRIERS TO EDUCATIONAL ACHIEVEMENT INCLUDING INDIVIDUALS WITH LIMITED ENGLISH PROFICIENCY	Self Investment (Life Skills) Class (including Transportation), Childcare Referrals, Job Information and Trend Projections, Sexual Harassment Workshops and Literacy Referrals

specialpops eligibility

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PART IV

OPPORTUNITY PROGRAM GOALS & OBJECTIVES

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GOAL

To provide a comprehensive bridge curriculum for 24 (12 per semester) vocational students, male and female, especially single parents, displaced homemakers, single pregnant women, older individuals and/or welfare recipients returning to school, to transition effectively into vocational education and training, with an emphasis upon the benefits of nontraditional career options. This program provides needed group support, and provides a semester-long curriculum addressing the gaps in social/life skills with interactive experiences designed to develop confidence, share motivation and teach marketable skills.

OBJECTIVE 1

To recruit, identify, test and select 24 (12 per semester) individuals for project participation.

PROJECT ACTIVITY 1.1

Arrange for advertisement of program especially among community service agencies.

PERFORMANCE MEASURE 1.1

The WIT Student Services Assistant will arrange for exhibits to advertise the program. See Appendices 1, 2 and 3.

The program was advertised through numerous exhibits, presentations, seminars and workshops. The Family Investment Center (Housing and Urban Development), Safe 2000, Child Crisis Center, Child Protective Services, the Young Women's Christian Association, Alivianne, Christ Cathedral Church, Opportunity Center and the Ysleta Independent School District, as well as other schools, churches, agencies and businesses are some of the areas the program has been advertised. The Advanced Technology Center of EPCC advertises the WIT program in its Class Schedule it produces every semester. The e-mail at EPCC, flyers, brochures and word of mouth are other advertising techniques utilized.

PROJECT ACTIVITY 1.2

Contact referred individuals for interview date and location, at which time applicant will be informed of financial aid availability and intake process procedures.

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PERFORMANCE MEASURE 1.2

The Opportunity Program Specialist will keep on file the names of all persons referred, and interviewed, with notes as to how each person was served. See Appendix 4.

Names of individuals referred to the Project Opportunity Program are kept on file. Approximately 106 individuals were referred to the program. Individuals referred are given an appointment date for an interview at which time the availability of financial aid avenues are briefed in detail. This is recorded on the individuals' intake form. The student's progress in the program is also recorded on this form.

PROJECT ACTIVITY 1.3

Arrange for skill inventories (Discover Assessment) to be administered at career exploration workshops by the college's Career Planning Center to program applicants.

PERFORMANCE MEASURE 1.3

The WIT Student Advisor conducts periodic workshops on career exploration and arranges for the student to take the Discover test. The test results will be used for criteria in the selection process. See Appendix 5.

During the Project Opportunity Self-Investment Course, Career Development Workshops are conducted to assist vocational students having difficulty deciding on a non-traditional or vocational field. During FY 2000, these Career Development Workshops will be offered to all students, outside agencies and anyone else who desires to attend. During FY 99, Career Workshops were offered outside the Self-Investment Course, however the response was minimal from the student population. The EPCC Career Planning Center (CPC) works with WIT in assisting students in identifying possible careers through computerized assessment questions. Project Opportunity sent 30 referrals to the CPC.

PROJECT ACTIVITY 1.4

Select 12 or more women each semester to participate in the program.

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PERFORMANCE MEASURE 1.4

Letters to students accepted for participation in the program will be kept on file.

Students who were accepted in the program were notified by telephone and some in person. Their acceptance was noted in their file. Of those contacted, 48 individuals accepted the program and 28 completed the Opportunity Program Self-Investment Course.

PROJECT ACTIVITY 1.5

Arrange for orientation workshops to include assessments of each student's support need, e.g., transportation, childcare, books, etc.

PERFORMANCE MEASURE 1.5

Notations in each student's file will be kept regarding referrals for childcare. Those students requiring bus coupons will fill out an application, and bus coupons will be distributed weekly by the WIT Student Services Assistant. The WIT book and tool library is also available for student use.

Students are queried during the initial interview on all support services they will need. Prospective individuals are briefed on all support services available and are asked which ones they need. These are maintained in their files. All support services (day care, gas coupons, bus tokens, library, financial aid, scholarships and help rendered in other areas) will be maintained in a support services database. Bus and gas coupons are tracked and issued individually by the WIT Student Services Assistant.

- *The program provided:*
  - *35 students with transportation*
  - *4 students with childcare*
  - *2 students with WIT library resources*

OBJECTIVE 2

To arrange for enrollment of student participants in Fall '98 classes and fulfillment of student support services as needed.

PROJECT ACTIVITY 2.1

The Opportunity Program Specialist will work with the Occupational Education Division's Office of Continuing Education to provide a system of enrollment into the program.

PERFORMANCE MEASURE 2.1

Each student will be advised of the date for new student orientation and his/her letter of acceptance.

Program orientation for students is conducted on the first day of the Self-Investment Course. Students are told during Campus Tour Day, which is usually the second day of the Self-Investment Course, the exact steps to take to enroll and apply at EPCC. A counselor from Counseling Services also reiterates how to attend and sign up for New Student Orientation. Some students schedule New Student Orientation before the start of the Self-Investment Course, some during, and others after the course. All students are highly encouraged to attend New Student Orientation.

PROJECT ACTIVITY 2.2

During the orientation session, the Opportunity Program Specialist will advise students on credit course registration. Student will also be made aware of the benefits available through WIT and the Upper Rio Grande Private Industry Council. VICA program incentives will be outlined, along with policy procedures, objectives and responsibilities.

PERFORMANCE MEASURE 2.2

A copy of each student's schedule will be kept on file in the WIT office.

Each student is briefed during the processing of their initial application into the program on the benefits offered by WIT and the Upper Rio Grande Private Industry Council. Students are intricately briefed on the difference between a non-credit and a credit course so as to determine which form of financial aid they should utilize. Procedures, objectives and responsibilities of the VICA Club officers and members are covered in the Self-Investment Course. Students are required to provide a copy of their schedule each semester to the WIT office. These are maintained in the students' file.

PROJECT ACTIVITY 2.3

During the orientation, students enrolled in non-credit courses, such as those offered at the EPCC Advanced Technology Center, will be asked to sign a declaration of nontraditional major statement stating that they intend to use the training they will be receiving to earn a living.

PERFORMANCE MEASURE 2.3

Copies of the Statement of Major will be on file in the WIT Office.

Copies of the Statement of Intent are kept in the students' file. Statement of Intent will be modified to include a line that states: "the student intends to use the training received to earn a living."

OBJECTIVE 3

Monitor students during the semester; provide intervention and assistance with special needs to include childcare, transportation, tutoring and retention strategies.

PROJECT ACTIVITY 3.1

Students will be monitored during the semester based on attendance and progress in the Self-Investment Course.

PERFORMANCE MEASURE 3.1

The Opportunity Program Specialist will teach the Self-Investment Course, keeping all attendance records current. See Appendix 6.

The Project Opportunity Specialist taught the Self-Investment Course and was the Primary instructor. Additional instructors and facilitators, who are experts in their respective subject areas, came from several community agencies and EPCC. They presented useful and extensive information on skills needed to succeed in life. Attendance records were updated daily during each Self-Investment Course.

PROJECT ACTIVITY 3.2

Students will meet with the Opportunity Program Specialist halfway through the semester for an assessment interview. Input from the students' instructors on their progress in their technical/vocational course work will be taken into account.

PERFORMANCE MEASURE 3.2

Documentation of the Mid-Semester Interview with each student will be kept on file with progress notes.

During each Course all students were advised periodically of their standing and progress in the Course. Progress of the student was maintained in the files.

PROJECT ACTIVITY 3.3

The special needs of students such as childcare, transportation, tutoring, etc. will be monitored and appropriate retention support will be given.

PERFORMANCE MEASURE 3.3

The Opportunity Program Specialist will post office hours for student service.

Students in the Opportunity Program are assessed during the interview, initial application phase and during the Self-Investment Course. During the Career Development Workshop, students who have not decided on a career track are reassessed through the Career Planning Center of EPCC through additional tests. The special needs of the students in the areas of housing, food, clothing, childcare, transportation, tutoring, financial aid and counseling are addressed to increase retention and maintain participation in the program. Office hours of the primary instructor are posted in each respective Course syllabus.

OBJECTIVE 4

Evaluate each student's progress; arrange for exit interviews and a commencement ceremony.

PROJECT ACTIVITY 4.1

Students will meet with the Opportunity Program Specialist during the last week of the semester for an exit interview and final evaluation to determine their academic progress and the status of the students' grades.

PERFORMANCE MEASURE 4.1

Enrollment Summaries with grades will be mailed to the Office of Continuing Education. Documentation of the Final Interview with each student will be kept on file with progress notes, and the grades each student receives.

Students from each Course meet with the instructor to discuss grades. They were given a final evaluation to determine their academic progress and their final grade. Enrollment summaries were provided to the Office of Continuing Education and grades were maintained on a database. The Office of Continuing Education did not receive a grade summary for the Spring-B 1999 Self-Investment Course held in April 1999 since it was held at the Family Investment Center, HUD, at 203 Cortez Street. Records of grades were maintained in the WIT office for Spring-B 1999 Self-Investment Course as well as the other classes.

PROJECT ACTIVITY 4.2

During the last class of the Self-Investment Course, an evaluation form will be given to the students to return to the WIT office. Each student will be asked to state the value of the program in their experience with suggestions for future program development.

PERFORMANCE MEASURE 4.2

Evaluation forms will be kept on file and used both in the formative and summative evaluation of the program. See Appendix 7.

Evaluations were given to the students and turned into the WIT office for filing.

PROJECT ACTIVITY 4.3

Awards for students who excel will be prepared for distribution will be prepared for distribution at the commencement ceremony.

PERFORMANCE MEASURE 4.3

The Opportunity Program Specialist will prepare the certificates, awards and the program for the Commencement Ceremony.

Student certificates, awards and programs for commencement ceremonies were done for each Course. The Summer 1999 Self-Investment Course implemented the Peer Awards for the following categories:

- *Most Improved Student*
- *Leadership Award*
- *Helping Hand Award*
- *Most Positive Attitude*
- *Most Encouraging*

Students in the course chose appropriate recipients. Other awards represented were as follows:

- *Highest Cumulative Grade Point Award*
- *Second Highest Cumulative Grade Point Award*
- *Third Highest Grade Point Award*

PROJECT ACTIVITY 4.4

A commencement ceremony will be scheduled with certificates issued to students acknowledging completion of the Opportunity Program

PERFORMANCE MEASURE 4.4

Copies of the Commencement Ceremony Programs will be included in the WIT End of the Year Report, published in September 1999. See Appendices 8 and 9.

Commencement programs were done for each Course.

OBJECTIVE 5

Provide a follow-up report on the student/work status and outcomes to include the status of previous graduates of the program.

PROJECT ACTIVITY 5.1

During the semester a log is kept of all students who are interviewed for entry into the program. Information on those who leave, for whatever reason, will be kept on file.

PERFORMANCE MEASURE 5.1

All data relating to the barriers students encounter, and retention information will be published in the End of the Year Report.

Barriers to students not staying in the Opportunity Program were as follows:

- Not ready for the program
- Lack of desire to effect a positive change in their lives
- Personal problems with spouse, friend or significant other
- Spouse does not want the individual to go to college
- Change of mind and direction
- Family crisis requiring their presence at home
- Too many prior commitments
- Outside agency requirements

PROJECT ACTIVITY 5.2

Information on the status of all previous Opportunity Program Students is updated during the final three months of the grant, to the degree possible. This information is published in the WIT End of the Year Report.

PERFORMANCE MEASURE 5.2

The Opportunity Program Specialist and Secretary conduct the survey to gain updated information on all previous students. See Appendix 10.

A telephone survey was be conducted during the month of August 1999 on all previous Opportunity Program Students. Twenty-five percent of students having completed the Opportunity Program are still in school or working.

PROJECT ACTIVITY 5.3

A WIT End of the Year Report is published in September following the fiscal year funded and sent to the Texas Higher Education Coordinating Board.

PERFORMANCE MEASURE 5.3

Previous End of Year Reports are kept on file.

The WIT End of the Year Report will be published in September 1999 and mailed to the Texas Higher Education Coordinating Board. Reports will be kept on file.

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PART V

OPPORTUNITY PROGRAM APPENDICES

APPENDICES

1. Opportunity Program Flyer
2. WIT Program Brochure
3. Advanced Technology Center Schedule
4. Opportunity Program Application Packet
5. Career Exploration Workshop Flyer
6. Basic Self Investment Course Syllabus
7. Self Investment Course Evaluation Summary
8. Spring 1999 Commencement Program
9. Summer 1999 Commencement Program
10. Opportunity Program Student Survey

WIT EQUITY AND OPPORTUNITY PROGRAM

Give us 96 hours and we will help you develop the workplace success skills that employers have identified as critical for success in pre-supervisory, entry-level positions in service and manufacturing organizations. These critical skills include the following:

- Conflict Management
- Teamwork
- Anger Management
- Problem Solving Strategies
- Listening
- Computer Skills
- Resume Building
- Negotiation
- Decision Making
- Customer Service
- Leadership
- Organization and Planning
- Financial Management

If you are pursuing an Associate Degree of Applied Science or a Certificate of Completion, we can help you SUCCEED!

Transportation assistance is available for eligible students.

For more information call Tony at 831-2332.

Our goal is to provide a comprehensive bridge curriculum for vocational students, especially single parents, displaced homemakers, single pregnant women, older individuals and/or welfare recipients returning to school, to transition effectively into vocational education and training.

This program supplies needed group support, and provides a curriculum that includes interactive experience designed ro develop confidence, share motivation and teach marketable workplace skills.

El Paso Community College does not discriminate on the basis of race, color, national origin, religion, gender, age or disability

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Degrees and Certificates

Occupational-Technical Programs-A program of study requiring at least 60 credit-hours for completion and leading to the Associate of Applied Science Degree. These programs are normally designed to provide extensive training to qualify the student for employment in a field directly related to the major.

Associate of Applied Science
- Accounting
- Advertising Graphics and Design
- Automotive Technology
- Child Development
  - Teaching Option
  - Administration Option
- Computer Information systems
  - Computer Programming
  - Microcomputer Applications
  - Telecommunications and Networking
- Court and Conference Reporting
- Criminal Justice
  - Corrections Option
  - Law Enforcement Option
- Dental Assisting
- Dental Hygiene
- Dietetic Technology
- Drafting and Design Technology
- Electronics Technology
- Environmental Technology
- Fashion Technology
  - Fashion Design
  - Illustration
  - Merchandising
- Fire Technology
  - Firefighter Option
  - Fire Management Option
- Food Service
  - Restaurant Management
  - Culinary Arts
- General Business
- Heating, Ventilation and Air Conditioning
- Hotel/Motel Administration
- Human Services
  - Aging Option
  - Mental Health/Mental Retardation Option
  - Substance Abuse Option
  - Youth Services Option
- Interior Design Technology
- International Trade and Business
- Legal Assistant
- Management
- Media Production Technology
- Medical Assisting Technology
- Medical Laboratory Technology
- Medical Record Technology
- Nursing
- Office Information Systems
- Ophthalmic Technology
- Physical Therapist Assistant
- Radiologic Technology
- Real Estate
- Respiratory Care Technology
- Sign Language/Interpreter Preparation
- Surgical Technology
- Travel and Tourism

Arts and Sciences Program-A program of study i least 60 credit-hours for completion and leading t Associate of Arts or the Associate of Science Deg programs normally satisfy the requirements for t years of a four-year degree which may be compl student upon transfer to a university.

Associate of Arts Degree
- Art
- Business Administration
- Communication Studies
- Drama
- English
  - Women's Studies
- Exercise and Sports Science
- Foreign Language
- General Studies
- History
- Liberal Arts
- Mass Communication
- Music
- Psychology
- Social Sciences
  - Border Studies
  - Chicano Studies
  - Political Science
  - Sociology
- Teacher Preparation - Elementary
- Teacher Preparation - Secondary

Associate of Science Degree
- Architecture
- Biological Sciences
  - Pre-Dentistry
  - Pre-Medicine
  - Pre-Veterinary
  - Pre-Pharmacy
- Chemistry
- Communication Disorders Science
- Pre-Engineering
- Geology
- Health Occupations
- Mathematics
- Pre-Nursing
- Physics
- Professional Communication

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P O Box 20500
El Paso, Tx 79998-0500

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. [illegible] EL PASO, TX

POSTAGE WILL BE PAID BY ADDRESSEE

El Paso Community College
Women in Technology
P.O. Box 20500
El Paso, TX 79998

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

Whether you are a single parent, part of a low income family, going through a divorce, transitioning back into a school environment, graduating from high school or just want a different and better career, WIT will help you succeed!

CREDIT PROGRAMS

- AUTOMOTIVE TECHNOLOGY
- DRAFTING/DESIGN TECHNOLOGY
- ELECTRONICS
- ENVIRONMENTAL TECHNOLOGY
- FIRE TECHNOLOGY
- HVAC

NON-CREDIT PROGRAMS

- ELECTRONICS/AUTOMATION INSTRUMENTATION
- INDUSTRIAL MAINTENANCE
- PLASTICS TECHNOLOGY
- PRECISION MACHINING
- QUALITY ASSURANCE
- SEWING MACHINE REPAIR
- WAREHOUSE OPERATIONS

IF YOU ARE FEMALE, YOU SHOULD KNOW THAT

- Whether or not you marry or have children, you will probably be working for pay outside your home for a large part of your life:
  - *40 years if you are single*
  - *30 years if you marry but have no children*
  - *15-25 years if you marry and have children*
- You will probably need to work to help support yourself and your children or to contribute to your family's income.
- You are more likely than a male to be limited to low-paying jobs with little chance for advancement unless you consider more than just the traditional female occupations and unless you obtain the education and/or training you will need to prepare for them.

Source: HORIZONS Occupational Information, 1992 Edition

Women in Technology serves you in the following locations:

Transmountain Campus/Room 1568
831-5085
Valle Verde Campus/Room A1413
831-3145

For information regarding the Opportunity Program visit or call:

Valle Verde Campus/Room A1412
831-2332/2333

"Taking women one step further..."

W.I.T.

EQUITY AND OPPORTUNITY PROGRAM

WOMEN IN TECHNOLOGY

El Paso Community College

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WOMEN IN TECHNOLOGY's EQUITY AND OPPORTUNITY PROGRAMS at El Paso Community College, strive to enhance your educational opportunities with student support services and a non biased, gender equity attitude.

(1) To increase the number of women entering nontraditional technical/vocational training, education, and ultimately, occupations by assisting women, especially Hispanics, in clarifying their realistic options, and providing a system of needed support services.

(2) To provide a comprehensive bridge curriculum for vocational students, especially single parents, displaced homemakers, single pregnant women, older individuals and/or welfare recipients returning to school, to transition effectively into vocational education and training. This program supplies needed group support, and provides a semester-long curriculum addressing the gaps in social/life skills with interactive experience designed to develop confidence, share motivation and teach marketable workplace skills. This pre arranged semester consists of entry-level math, an introductory course in your major, and a self-investment course. (*THE OPPORTUNITY PROGRAM IS OPEN TO ALL VOCATIONAL STUDENTS, MALE AND FEMALE*)

(3) To advance gender equity and knowledge of related issues while promoting nontraditional careers and education.

WIT PROVIDES:

- Career exploration advising
- Child care assistance for qualified students in cooperation with local agencies.
- Job information and trend projections.
- Referral services and help with special needs.
- Tuition assistance for qualifying applicants.
- Tutoring referrals.
- Supportive mentors who offer advice and encouragement.
- Internship opportunities to gain valuable work experience.
- A lending library of textbooks in nontraditional courses of study, and videos on women's issues.
- A team of highly motivated people who will provide a supportive learning environment and assistance in decision-making.

Moving toward the 21st century, ANYONE with education and training can work in TECHNOLOGY!

SEX & POWER workshops inform students, staff/faculty and employers about sexual harassment in the classroom and workplace. Designed to be fun and enlightening, the workshop facilitator encourages open discussion and questions. All materials are provided to participants.

INTERNSHIPS AND FUNDING

WIT thanks the local, national and international businesses and organizations that support our efforts to improve education and gender equity through grants, training provisions and volunteer mentors:

ASARCO • Boeing North American, Inc.
City of El Paso/Department of Planning
DJ Plastics
Envision Technologies Corporation
EPCC Facilities & Engineering
EPCC Facilities & Construction
EPCC Learning Resource Center/Valle Verde
Ft. Bliss • Gail Darling Inc.
General Polymers, Division of Ashland
International Computer Services
Juen & Associates
Quality Systems • Ramsey Steel Co., Inc.
Texas Department of Transportation
The Eureka Company • Tropicana Homes Inc.

ARTICULATED COURSES: A HEAD START If you recently graduated from high school, you may be eligible to receive college credit for technical courses taken in high school. Ask your instructor or counselor about petitioning for college credit at EPCC.

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YES!_____

I received your brochure about the **WOMEN IN TECHNOLOGY** Program offered at El Paso Community College. Please send me more specific information about the following areas: (Check all that apply)

- ☐ AUTOMOTIVE TECHNOLOGY
- ☐ DRAFTING & DESIGN TECHNOLOGY
- ☐ ELECTRONICS
- ☐ ENVIRONMENTAL TECHNOLOGY
- ☐ FIRE TECHNOLOGY
- ☐ HEATING, VENTILATION & AIR CONDITIONING (HVAC)
- ☐ ELECTRONICS/AUTOMATION INSTRUMENTATION
- ☐ INDUSTRIAL MAINTENANCE
- ☐ PLASTICS TECHNOLOGY
- ☐ PRECISION MACHINING
- ☐ QUALITY ASSURANCE
- ☐ SEWING MACHINE REPAIR
- ☐ WAREHOUSE OPERATIONS

I am also interested in:

☐ OPPORTUNITY PROGRAM - A TRANSITIONAL BACK TO SCHOOL PROGRAM OF SELF - INVESTMENT NOW OPEN TO ALL VOCATIONAL MAJORS

Name _____

Address _____

Apt# _____ City, State _____

Zip Code _____ Phone # _____

Grade: _____ H.S. _____ (If applicable)

This brochure was given to me (check one):

☐ During a career fair ☐ At an exhibit

☐ When I called/visited the WIT office ☐ Other

Please fill out this card and put it in the mail. The Post Office will deliver it at no cost to you.

Thank You!

EL PASO COMMUNITY COLLEGE

ADVANCED TECHNOLOGY CENTER

FALL 1999

CLASS SCHEDULE

For information call 831-2353

REGISTRATION INFORMATION

Students will be able to register for
FALL 1999 classes
at any campus in the
Student Services Department
starting August 2, 1999

Tours of the ATC
Every Wednesday - 10:00 a.m.
Call 831-2353 to sign up!

For information on ATC programs, contact the Vocational
Guidance Assistant (VGA) at
Advanced Technology Center
Valle Verde Campus - 831-2379

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Basic Lathe **96 hrs/9.6 CEUs**

An introduction to the common types of lathes. Emphasis on basic parts, nomenclature, lathe operations, safety, machine mathematics, blueprint reading, and theory. Students will be taught to cut internal and external threads and set up a 4-jaw chuck. Turning and facing as well as the proper way to measure round surfaces will also be covered. **Instructor: Lowers**

Course No. TEC 908		**MCHN 1008**			**Tuition: $168**
Section 0766	TTh	7-10pm	8/24-12/14/99	VV ATC 216	10/8
Section 0767	Sat	8:30am-2:30pm	8/28-12/18/99	VV ATC 216	10/8

Grinders: Outside, Internal, Surface **96 hrs/9.6 CEUs**

An introduction to types and operation of OD, ID, and surface grinders. Emphasis on identification, selection, and replacement of grinding wheels. Related topics include math, blueprint and safety. Workholding methods and precision measurement will also be covered. **Prerequisite: TEC 833**

Course No. TEC 979		**MCHN 1035**			**Tuition: $168**
Section 0768	TTh	7-10pm	8/24-12/14/99	VV ATC 219	12/8
Section 1161	Sat	8:30-2:30	8/28-12/18/99	VV ATC 200	12/8

ATTENTION!
FEMALE STUDENTS IN NON-TRADITIONAL COURSES

The Women In Technology department can provide additional assistance to qualifying students.
Just call 831-2333 or 831-2376 for more information.

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EL PASO COMMUNITY COLLEGE
WOMEN IN TECHNOLOGY
PROJECT OPPORTUNITY

Fall 19____ **APPLICATION** Spring 19____

LAST NAME FIRST MIDDLE DATE

Social Security_____ Age_____

Address_____ Date of Birth_____

City_____ State_____ Zip_____

Home Phone_____ Other_____

Name, address and phone number of a person who will know how to contact you:

Name Address

City/State Area Code/Phone Number

Circle all of the following which apply to you:

Race/Ethnicity:

a. Hispanic b. White c. Black d. Native American e. Asian f. Other_____

Education Received:

a. 1-8 grade b. 9-11 grade c. High School Graduate d. G.E.D. e. College hours f. Vocational/Technical/Training (describe) _____

Marital Status:

a. Single Parent b. Married with spouse c. Separated d. Divorced e. Widowed f. Single without children

g. Head of household

How many people are in your household (including yourself)_____

List all other members of your household (excluding yourself)

Name _____ Age _____ Relation _____

Name _____ Age _____ Relation _____

Name _____ Age _____ Relation _____

Name _____ Age _____ Relation _____

Name _____ Age _____ Relation _____

Name _____ Age _____ Relation _____

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Employment History

Are you presently employed: _____ Yes _____ No

Company Name:_____ Position:_____

Full Time_____ Part Time_____ Salary per hour_____

_____

If unemployed, when was your last date of employment:_____

Company Name:_____ Position:_____

Full Time_____ Part Time_____ Salary per hour_____

Have you ever been or are you currently enrolled in the Department of Human Services (DHS) JOBS Program?

Yes _____ No _____ Date You Began_____

DHS Location_____

Case Manager_____ Telephone Number:_____

Support Services

Which of the following services will you need to be able to participate in our program?

Child care _____ Financial Aid _____ Transportation _____

Are you currently receiving any of these support services? Yes_____ No_____

Name of organization providing this service_____

How much longer will this service last? _____

Are you currently in default of a loan? _____ From_____

Financial Disclosure (list your household income from the sources below):

a. Your Salary _____
b. Spouse's Salary _____
c. Parent's Support _____
d. Child Support _____
e. AFDC _____
f. Food Stamps _____
g. Alimony _____
h. Housing Subsidy _____
i. Social Security _____
j. Veteran's Benefits _____
k. Unemployment _____
l. Medicaid _____
m. Other _____

I am interested in a career in (check one):

_____ Automotive Technology
_____ Drafting
_____ Electronics
_____ Fire Technology
_____ Heating, Ventilation, Air Conditioning (HVAC)
_____ Machine Shop
_____ Plastic Injection Molding
_____ Welding

Were you referred by an agency or person? ____Yes ____No

If yes, please state name of agency or person: _____

THIS INFORMATION IS COMPLETE AND ACCURATE TO THE BEST OF MY KNOWLEDGE

_____

Signature Date

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HOW TO APPLY FOR PROJECT OPPORTUNITY

- Attend Student Orientation
  Receive information on class registration, Workstudy program and WIT Support Services
- Attend Empowerment Workshop

30 women will be chosen to participate in the program.
Selection will be based on:
- Completion of these seven steps
- Placement test scores should be at least at the 8th grade level for English and Reading
- Desire and need

7 **TAKE THE PLACEMENT TEST**
Your level of Math, English and Reading will be assessed

6 **TAKE A DISCOVER ASSESSMENT**
At the Career Planning Center on the Valle Verde campus. Make your appointment through the Project Opportunity office - 594-2333

5 **FINANCIAL AID**
- Fill out and Mail Pell Grant Application
- PIC Assistance

4 **TOUR**
If considering the classes offered at the Advance Technology Center

3 **ADMISSIONS**
- Fill Out Papers For the College
- Set Placement Testing Date

2 **INTERVIEW**
Student's needs will be assessed and advised
Call 594-2332 for an appointment

1 **FILL OUT PROJECT OPPORTUNITY APPLICATION**

A VARIETY OF THESE STEPS MAY BE TAKEN SIMULTANEOUSLY.

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WOMEN IN TECHNOLOGY
EQUITY & OPPORTUNITY PROGRAM
EL PASO COMMUNITY COLLEGE
SELF-INVESTMENT COURSE
STATEMENT OF INTENT

I, _____, AGREE TO PURSUE A EDUCATION IN A
(FIRST, MIDDLE INITIAL, LAST NAME)
TECHNOLOGY OR VOCATIONAL FIELD AT EL PASO COMMUNITY COLLEGE AT THE END OF THE SELF-INVESTMENT CLASS OF WHICH I AM CURRENTLY ENROLLED. I HAVE ELECTED TO PURSUE AN ASSOCIATE DEGREE OF APPLIED SCIENCE OR CERTIFICATION IN _____
OR A CERTIFICATION FROM THE ADVANCED TECHNOLOGY CENTER, EPCC IN
_____

I AGREE TO BEGIN THE ENROLLMENT PROCESS DURING THE THIRD WEEK OF THE SELF-INVESTMENT COURSE WITH THE PROJECT OPPORTUNITY SPECIALIST AT VALLE VERDE CAMPUS, ROOM A-1412, DURING THE HOURS THE COURSE IS NOT BEING TAUGHT. I ALSO AGREE TO BEGIN APPLYING FOR FINANCIAL AID (PELL GRANTS, APPRENTICESHIP, SCHOLARSHIPS, PRIVATE INDUSTRY COUNCIL ETC.) AS SOON AS POSSIBLE AS I REALIZE THE PROCESS MAY TAKE AS LONG AS TWO MONTHS TO COMPLETE. I WILL ENDEAVOR TO PUT FORTH MY BEST EFFORT IN ACHIEVING MY STATED EDUCATIONAL GOALS!

_____
SIGNATURE

_____
SOCIAL SECURITY NUMBER

_____
DATE

SOAR LIKE AN EAGLE!

El Paso Community College does not discriminate on the basis of race, color, national origin, religion gender, age or disability

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Date _____
Phone Call Office Visit

WIT EQUITY AND OPPORTUNITY PROGRAM
INTAKE FOR/REQUEST FOR SUPPORT SERVICES

PART I - BASIC INFORMATION

1. _____
Last Name *First Name* *Middle Initial*

2. _____
Street Address *City* *State* *Zip*

3. _____
Home Phone *Business Phone*

4. _____ *Currently Enrolled?* ❒ No ❒ Yes
Social Security Number

5. Declared Major or Training Program: _____

6. Circle level of education completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
High School Diploma ❒ GED ❒ College credits/degree _____

PART II - REFERRAL INFORMATION

7. Employed: ❒ No ❒ Yes If yes: Where: _____ Schedule: _____

8. Source of Referral: _____

9. Referred to:

EPCC Services	WIT Student Advisor for	Other WIT Services
❒ Admissions	❒ Internship	❒ Opportunity Program
❒ Testing	❒ Mentorship Program	❒ Boeing Scholarship
❒ Financial Aid	❒ Child Care	❒ Housing Referral
❒ Academic Advising	❒ Transportation Needs	❒ WIT Libary
❒ Job Placement/Co-Op Educ.	❒ Career Exploration/Advising	❒
❒ Counseling Services	❒ Other	❒
❒ RAP, PASS or Math Lab	❒	❒

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PART V - ACTION NOTES

WIT Intake Assessment by _____ Date: _____

Follow up appointment with _____ Date: _____

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WIT EQUITY & OPPORTUNITY PROGRAM

GAS COUPONS BUS TOKENS REQUEST FORM

Name _____ Semester Year _____

Address _____ Telephone _____

Time period From _____ To _____

(Check only one box) ❑Gas coupons ❑ Bus Tokens

Distance from home to education site _____

(Gas coupon recipients only)
Car/Make/Model/Year _____
Estimated miles per gallon _____
License number _____
(Make a Copy - picture ID)

Note: Gas Coupons and Bus Tokens can be picked-up every Mondays at the Family Investment Center.

Statement of Understanding - Gas Coupons

I agree to keep my drivers license current and not let it expire. I agree I am solely responsible for keeping my registration, inspection sticker, tags, and EL Paso Community Student Parking sticker current. EPCC and WIT Equity & Opportunity Program will not be held legally liable or responsible if I operate a vehicle illegally. I will provide the WIT Equity & Opportunity Program a copy of my drivers license and EPCC registration form. If my license expires, I will provide a copy of the new license. I understand I will not receive any gas coupons if I do not have a valid drivers license

_____
Student's Name (Please Print Clearly)

_____ _____
Student's Signature Date Signed

Do not write below this line

For WIT Staff Only

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Monetary allocation per week (Amt) _____ By _____
Coupons/Tokens Initials

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CONTINUING EDUCATION REGISTRATION FORM

PLEASE
PRINT

SS# OR I.D.#/Seguro Social o Numero de Identificacion

LAST NAME, FIRST NAME (NOMBRE)

Change of Address [Please print New Address]
(Cambio De Direccion/Telefono)

Street (Domicilio)

City (Ciudad) State Zip Code

Home Phone _____ Business Phone _____

Signature:_____
(Firma)

Is EPCC to withhold release of your directory information? Yes___ No___
Desea que el colegio rehuse divulgar informacion del directorio concerniente a usted? Si___ No___

Section (Seccion)	Course & Number (Curso Y Numero)	Course Title (Titulo del Curso)	Start/End Date (Comienzo/Final de Curso)	Fees (Quotas)

Registrar's Office

Campus: ___ Qtr: ___ Year: ___

Tuition: _____

Reg. Clerk: _____ Date: ___

Account Receivable
CC _____
Prgm: _____
Clerk _____ Date _____

BUSINESS OFFICE
Received by _____ Date
Receipt Number

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EL PASO COMMUNITY COLLEGE

CONTINUING EDUCATION ADMISSIONS APPLICATION
SOLICITUD DE ADMISSION

1. SS#/Número de Seguro Social:_____ 2. Date of Birth/Fecha de Nacimiento:_____
Month/Day/Year-Mes/Dia/Año

3. Legal Name/Nombre Legal:_____
Last/Apellido First/Primer Nombre Middle Initial/Inicial de Segundo Nombre

4. Mailing Address/Domicilio:_____
Street/Domicilio City/Ciudad State/Estado Zip Code/Código Postal

5. Emergency Contact Person/Nombre de Persona en caso de emergencia:_____ Phone/Teléfono:_____

6. Sex/Sexo: _____ Female/Femenino _____Male/Masculino

7. Ethnicity/Etnicidad: (Optional. This information is for Affirmative Action purpose/La siguiente información es para uso de Affirmative Action y usted tiene la opción de proveer esta información.)

____White Non-Hispanic/Blanco No Hispano ____Hispanic/Hispano
____Asian/Pacific Islander-Asiático/Islas del Pacifico ____Black Non-Hispanic/Negro No Hispano
____American Indian/Alaskan Native-Indio Americano/Nativo de Alaska

8. Do you have a disability that needs accommodation/Tiene usted una incapacidad que requiere comodidad? (This information is confidential/Esta información es confidencial). ___Yes/Si ___No

9. Home Phone/Teléfono en Casa:_____ 10. Work Phone/Teléfono de Trabajo:_____

11. Is EPCC to withhold release of your directory information/Desea que el colegio rehuse divulgar información del directorio concerniente? ____Yes/Si ____No

12. Residency/Residencia: (Check A, B, or C)

A. _____U.S. Citizen B. _____Resident Alien-Resident Alien#_____
(If you checked U.S. Citizen or Resident Alien, answer the following:)

Are you claiming Texas residency/Es usted residente de Texas? ___Yes/Si __No- What state are you from/De que estado es usted?____

C._____ Non-Resident Alien-What country are you from?_____

_____ _____
Signature/Firma Date/Fecha

Continuing Education Departmental Use Only - Para use exclusivo de Educacion Continua solamente:

Code:_____ Input By:_____ Date:_____

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CAREER EXPLORATION
JUNE 2, 1999
2:00-3:00PM
RM A-1131
FREE!

- **TRADITIONAL JOB VS NON-TRADITIONAL**
- MANY FIELDS, MANY CHOICES! WHAT DO I WANT TO DO? MEDICAL? SKILLED? SOCIAL WORK? COMPUTERS? TECHNICAL? AUTOMOTIVE? BLUE-COLLAR? WHITE COLLAR? DOCTOR? NURSE? RADIOLOGIST? ENVIRONMENTALIST? RESEARCH ANALYST?
- **TIME FACTOR: 1 YEAR? 2 YEARS? 4 YEARS? HOW LONG?**
- WAGES PAID?

♦FINISH HIGH SCHOOL, LIFE WILL BE MUCH EASIER!!!***

- WHAT DO I LIKE TO DO?
- **WHAT'S THE JOB MARKET LIKE?**
- WHAT ARE MY INTERESTS? WHO AM I? WHAT MAKES ME TICK?
- **WHERE DO I WANT TO LIVE? EL PASO? HOUSTON? DALLAS?**
- *IT'S YOUR CHOICE! CONSIDER ALL ALTERNATIVES!*

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EL PASO COMMUNITY COLLEGE
WOMEN IN TECHNOLOGY
EQUITY & OPPORTUNITY PROGRAM
SELF-INVESTMENT COURSE
CLASS SYLLABUS
Summer 1999

COURSE TITLE SELF-INVESTMENT
Monday- Friday 9.00am - 2.00pm
Dates July 6, 1999 - August 2, 1999

I. COURSE NUMBER WIT 200

II. INSTRUCTOR Tony Cassagnol
Telephone Number 831-2332
Office Hours Monday thru Thursday
2.30 - 3.30pm

III. OBJECTIVES

To identify personal values and increase personal assessment skills, survival skills, and knowledge concerning opportunities for students to succeed in chosen technology fields. Students will assess their potential and increase their knowledge of practical daily living and survival skills in order to boost self-confidence for goal attainment. Emphasis will be on building commitment in personal and academic environments. Students will examine personal attributes and develop a plan to attain their goals

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IV EVALUATION

1 Successful completion of the Self-Investment class will be based on attendance, participation in both community projects and in the classroom, and completion of all homework and classroom assignments. ***Three unexcused absences will automatically terminate a student from the program.*** Excused absences will be considered on a case by case basis. The instructor will be notified in advance, usually two days, of any appointments that will not allow attendance at class. Appointments should be scheduled after class if at all possible. Appointments that can not be scheduled after class will be presented to the instructor on a apointment slip from the office that you intend to visit. Appointments are considered as **excused absences.** If an emergency situation arises where you do not hvae time to call the office, inform the instructor as soon as possible. The instructor reserves the right to ascertain whether or not a true emergency did exist.

V Bus and gas tokens will be given out every Monday at the beginning of class. IF Monday is a holiday, it will be done on Tuesday.

VI TEXT AND MATERIAL

Pencil, pen, and paper is required for class. Class material will be provided!

VII Grading System

Grades will be ascertained using the following criteria:

GRADES CRITERIA

CRITERIA	POINTS	TOTAL POSSIBLE POINTS
ATTENDANCE	10 PTS DAILY	200
BLUE BOOK	10	10
YELLOW BOOK	10	10
GREEN BOOK	10	10
RED BOOK	10	10
RESUME	10	10
COMMUNITY PROJECT	40	40
VICA OFFICER	10	10
"2-5 MINUTES, PLEASE!"	10 EA. (4 SESSIONS)	40
ROPES COURSE	80	80
PEER EVALUATION	10	10
ATTITUDE	10	10
OTHER _____		
TOTAL POINTS:	_____	***440***

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POINTS AND GRADE CHART

POINTS	GRADE
396 - 440	90% - 100% = A
352 - 395	80% -89% = B
308 - 351	70% - 79% = C
264 - 307	60% - 69% = D
0 - 263	**59% - 0% = F**

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VI CALENDAR

WK	DATE	SUBJECT	INSTRUCTOR
1	7/6/99	Orientation Review Syllabus Expectations	Tony Cassagnol, WIT

RULES OF THE CLASSROOM

* Active Participation
  * Absences (Excused and Unexcused-3)
  * Community Projects
    - Minor Project:?
    -Major Project: "Feed the Homeless"
  "Power Clap- 1,2,3!"
  "Two to Five Minutes, Please!
* Grading System
* Student Code of Conduct
* Sexual Harassment Policy

Basic Skills Test (10:30-12:00pm) Carolyn Buntyn, EPCC

Respect
Change Comes From With-In
*Read and Discuss Boot Straps, "*A Gift From Charles Dickens*"
Homework: Blue Book "Understanding Yourself" *(Due 7/13/99)*

7/07/99 EPCC Enrollment Process/Tour — Tony Cassagnol, WIT
10:00am: ATC TOUR (Leave @ 9:40am)
Counseling (11:15 - 12:00pm) — C. Camacho, EPCC

Career Planning Center (1:00 - 2:00pm) — R. Gamez, EPCC
* Application, Financial Aid, Registration, Student Orientation, TASP
* Requirement, Diversity PRGM* SCC Bldg *Veterans Administration,
* Library, Campus Police, Book Store

7/08/99 Two to Five Minutes, Please! — Tony Cassagnol, WIT
Communications
Film: Did You Get My Message? By Education Associates, Inc
Communications Model
-Sender, Receiver, Distorted Communications, Noise
-Feedback/Discussion
-"Not ***What*** you say it's ***How*** you say it!"
Communication Styles **Aggressive vs. Assertive Behavior**
Listening Skills
-Body Language
Tips on Gender Communication
Feed the Homeless Project Discussion

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		Financial Management (12-2pm)	Socorro Moreno TX Agriculture Extension Service
	7/09/99	Domestic Violence (9-10am)	Debra Turner, BWS
		Sexual Harassment	Tony Cassagnol, WIT
		Film: **Stop It! Students Speak Out About Sexual Harassment**	
		Career Exploration Workshop: Part I	Tony Cassagnol, WIT
		Film: "Using the Internet"	
		Film: "All Walks of Life" A Woman A Man's World	
		Film: "Women In Engineering"	
		Film: "Career Encounters: Information Science"	
		Handouts/Discussion	
	7/13/99	Introduction To Computers (9-11am)	EPCC/VV Lab Tech Jessie, EPCC-VV
		Orientation	Tony Cassagnol, WIT
		Internet & Netscape Use	
		Microsoft Word 97	
		Career Exploration Part II (11 11-2pm)	Tony Cassagnol, WIT
		Film: "Auto Mechanic"	
		Film: "Career Evaluation"	
		Film: "Self-Awareness and Your Career Options"	
		Homework: Yellow Book "Preparing For Work" ***Due 7/20/99***	
	7/14/99	Self-Esteem	Tony Cassagnol,WIT
		"How Do You Feel About Yourself"	
		Film: **"Body Politics"**	
		- Discussion	
		-Tips For Building Self-Esteem	
		- Audio Tape "**The Importance of Attitude**"	
		-Handout: "Being Positive"	
	7/15/99	Motivational Skills/Speakers	
		9-10am	Anna Gandara, OC
		10:15-11am	Patricia Islas, OC
		"Don't Quit!" (10-11am)	Tony Cassagnol, WIT
		"Two-Five Minutes, Please!" (11-12pm)	
		Financial Management (12-2pm)	Socorro Moreno
	7/16/99	Parenting Pre-School to School Age to Adolescence	Aidee Hernandez, YWCA
WK	**DATE**	**SUBJECT**	**INSTRUCTOR**

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3	7/19/99	"Two-Five Minutes, Please!" Resume Workshop Resume Format Three Types of Resumes Functional, Chronological, & Combined **Homework: Write Your Resume.** ***Due: 7/26/99***	Tony Cassagnol, WIT
	7/20/99	Parenting Workshop (9-2pm) **Homework: Green Book "Making Good Decisions"** ***Due 7/27/99***	Aidee Hernandez, YWCA
	7/21/99	Conflict Resolution (10-11am) Job Opportunities & and the World of Work Vocational vs Technical **Film: "Consider a Non-Traditional Job"** -Discussion: Where are the Money Jobs in El Paso, Tx? **Film: "Basic Skills: The Key to Getting Hired!"** **Handout: "How Not To Get Fired!"** Film "**So You Want to Get a Job!, WIT**" Cultural Differences and Getting Along with Co-Workers	Patricia Gross, Dispute Resolution Center Tony Cassagnol, WIT
	7/22/99	Full Value Contract/Ropes Course Briefing *Feed The Homeless Project* Financial Management (12-2pm)	TBD Socorro Moreno
	7/23/99	Ropes Course 8:00am - 5:00pm	TBD

WK	DATE	SUBJECT	INSTRUCTOR
4	7/26/99	Two to Five Minutes, Please! Comfort Zone Audio Tape "**Understanding Your Comfort Zone**" -**The Winner In You!** Fear of Success Syndrome Audio Tape "**Overcoming Obstacles!**" -**The Winner In You!**" -Discussion Audio Tape "**Motivation and Success**", **The Winner In You!** -Discussion "Challenge By Choice, It's Your Choice!" -Discussion	Tony Cassagnol, WIT
4	7/27/99	Social Skills Film **SWBT: Dial "M" For Manners:**	Tony Cassagnol

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	- Telephone Etiquette(Pilot Training Program)	
	Greetings, Being Polite, Professionalism.	
	Tone of Voice	
	Role Playing Exercise	
	Cold Calling	
	Film **"Dressing For Success"**	
	Pass Out: Red Book "Getting A Good Job and Getting Ahead"	
7/28/99	**Job *Search: It's's A Full Time Job!***	
	Word of Mouth- 90%	Tony Cassagnol, WIT
	Job Development Workshop (10-11:30)	Sylvia Dominguez, JPC, EPCC
	Newspaper/Classifieds	
	Internet	
	Film: Investigating the World of Work	
	Make a Plan, "Just Do It!" (NC)	Arlene Alarcon, FIC
	Texas Workforce Commission, PIC	
	Job Search is a Full-Time Job!	
7/29/99	Interviews	JPC, EPCC
	Role Playing Scenarios	Tony Cassgnol, WIT
	Financial Management (12-2pm)	Socorro Moreno,
	*Review & Graduation(Pot Luck Lunch?)	TX AG Ext Service
7/30/99	Research Skills	Tony Cassagnol, WIT
	Study Skills	Tony Cassagnol, WIT
	Goals and Objectives(11:10-12:10)	Julio Aleman, FIC
	Audio Tape **"Goals", The Winner In You!**	Tony Cassagnol, WIT
	"2 to 5 Minutes, Please!	
8/02/99	Social Skills (9-11am)	Kathleen Armstrong,
	Etiquette	Mary Kay Director
	Basic Skin Care	
8/03/99	FLEX DAY (IF NEEDED)	
8/05/99	**GRADUATION**	Tony Cassagnol, WIT
	Speaker	Tony Cassagnol, WIT
	PLACE	TBD

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Women in Technology
Opportunity Program
Student Course Evaluation Summaries

Fall 1998				
SUBJECT	USEFUL	USELESS	N/A	TOTALS
GOALS AND PLANNING	4			4
VOTING/LETTERS TO CONGRESS	2	1	1	4
COLOR WORKSHOP	3		1	4
LIBRARY ORIENTATION	4			4
STUDY SKILLS	4			4
SQ4 NOTE-TAKING SKILLS	3		1	4
TIME MANAGEMENT	2		2	4
TEAM BUILDING	4			4
INTERVIEWING SKILLS	2		2	4
RESUME PREPARATION	4			4
DRESSING FOR SUCCESS	4			4
FULL VALUE CONTRACT (2 SESSIONS)	4			4
MENTAL HEALTH	3		1	4
DOMESTIC VIOLENCE	3		1	4
GOOD GROOMING/DRESS FOR SUCCESS	4			4
LISTENING SKILLS	4			4
MANAGING CONFLICT/NEGOTIATION	4			4
NETWORKING	3		1	4
DEALING WITH ANGER	2		2	4
PLATO LAB	4			4
INVEST LAB	2	1	1	4
WORD PERFECT WORKSHOP	4			4
INTERNET WORKSHOP	3		1	4
TEST ANXIETY WORKSHOP	3		1	4
READING ALOUD	4			4
AGGRESSIVE VS ASSERTIVE COMMUNICATION	3		1	4
SEXUAL HARASSMENT WORKSHOP	3		1	4
FINANCIAL MANAGEMENT	4			4
TEXAS HEALTH STEPS	4			4
BOOTSTRAPS MOTIVATIONAL HANDOUTS	4			4
ENHANCED SKILLS FROM VICA CLUB	YES	NO	TOTALS	
TEAMWORK	4		4	
LEADERSHIP	3	1	4	
RESPONSIBILITY	4		4	
DEPENDABILITY	4		4	
PLANNING	4		4	
ORGANIZING	4		4	
COMMITMENT	4		4	
"CAN DO" ATTITUDE	4		4	
CONDUCT MEETINGS	2	2	4	
THE INSTRUCTOR	YES	NO	TOTALS	
KNOWLEDGEABLE ABOUT MATERIAL	4		4	
ENCOURAGES CLASS PARTICIPATION	4		4	
HELPFUL TO STUDENTS	4		4	
PARTICIPATED IN CLUB ACTIVITIES	4		4	
RESPECTS STUDENTS	4		4	

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SPRING 1999						
CODE RATING: 1(HIGHEST)-4 (LOWEST)						
1= NEW/EXCITING INFORMATION						
2= USEFUL INFORMATION						
3= I ALREADY KNEW THIS						
4= I FOUND THIS INFORMATION USELESS						
SUBJECT	1	2	3	4	N/As	TOTALS
GOALS AND OBJECTIVES	6	2		2		10
FINANCIAL MANAGEMENT	6	2		2		10
PARENTING WORKSHOP	4	4		2		10
MOTIVATIONAL SKILLS	7	1		2		10
SEXUAL HARASSMENT WORKSHOP	4	4		2		10
COMMUNICATION	5	3		2		10
SUCCESS - 7 SPIRITUAL LAWS	5	3		2		10
CAREER EXPLORATION SERIES	5	3		2		10
CONFLICT RESOLUTION & MANAGEMENT	5	3		2		10
JOB DEVELOPMENT	5	3		2		10
CONNECTING & SUCCESS IN JOB SEARCH	4	4		2		10
TEAM BUILDING	4	4		2		10
DARE TO DREAM WORKSHOP	5	2		2	1	10
1 TO 5 MINUTES, PLEASE	6	1	3			10
INTRODUCTION TO COMPUTERS	4	4	1	1		10
STRESS, MUSIC, & YOUR CAREER	7			1	2	10
THE INSTRUCTOR	1	2	3	4	N/As	TOTALS
KNOWLEDGE OF MATERIAL	6	2	1		1	10
ENCOURAGED CLASS DISCUSSION	8		1	1		10
HELPED ON ASSIGNMENTS	6	2	1	1		10
EXPLAINED MATERIAL	7	2		1		10
PARTICIPATED IN CLUB ACTIVITIES	7	1			2	10
RATE THE VICA PROGRAM ACTIVITIES	1(HIGHEST) - 4 (LOWEST)					
COMMUNITY SERVICE PROJECT(S)	7	2		1		10
VICA MEETINGS	7		1	1	1	10
RATE DELIVERY OF SERVICES						
ADMISSIONS	8		1	1		10
REGISTRATION	7	1	1	1		10
ACADEMIC ADVISING	8	1		1		10
PIC SERVICES	6	1	2		1	10
FINANCIAL AID	6	2	1		1	10

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SUMMER 1999						
CODE RATING: 1(HIGHEST)-4 (LOWEST)						
1= NEW/EXCITING INFORMATION						
2= USEFUL INFORMATION						
3= I ALREADY KNEW THIS						
4= I FOUND THIS INFORMATION USELESS						
SUBJECT	1	2	3	4	N/As	TOTALS
GOALS AND OBJECTIVES	6	2		2		10
FINANCIAL MANAGEMENT	6	2		2		10
PARENTING WORKSHOP	4	4		2		10
MOTIVATIONAL SKILLS	7	1		2		10
SEXUAL HARASSMENT WORKSHOP	4	4		2		10
COMMUNICATION	5	3		2		10
SUCCESS - 7 SPIRITUAL LAWS	5	3		2		10
CAREER EXPLORATION SERIES	5	3		2		10
CONFLICT RESOLUTION & MANAGEMENT	5	3		2		10
JOB DEVELOPMENT	5	3		2		10
CONNECTING & SUCCESS IN JOB SEARCH	4	4		2		10
TEAM BUILDING	4	4		2		10
DARE TO DREAM WORKSHOP	5	2		2	1	10
1 TO 5 MINUTES, PLEASE	6	1	3			10
INTRODUCTION TO COMPUTERS	4	4	1	1		10
STRESS, MUSIC, & YOUR CAREER	7			1	2	10
THE INSTRUCTOR	1	2	3	4	N/As	TOTALS
KNOWLEDGE OF MATERIAL	6	2	1		1	10
ENCOURAGED CLASS DISCUSSION	8		1	1		10
HELPED ON ASSIGNMENTS	6	2	1	1		10
EXPLAINED MATERIAL	7	2		1		10
PARTICIPATED IN CLUB ACTIVITIES	7	1			2	10
RATE THE VICA PROGRAM ACTIVITIES	1(HIGHEST) - 4 (LOWEST)					
COMMUNITY SERVICE PROJECT(S)	7	2		1		10
VICA MEETINGS	7		1	1	1	10
RATE DELIVERY OF SERVICES						
ADMISSIONS	8		1	1		10
REGISTRATION	7	1	1	1		10
ACADEMIC ADVISING	8	1		1		10
PIC SERVICES	6	1	2		1	10
FINANCIAL AID	6	2	1		1	10

WOMEN IN TECHNOLOGY - PROJECT OPPORTUNITY
PROGRAM EVALUATION SUMMARY

ADDITIONAL COMMENTS FROM STUDENTS

FALL 1998 SELF INVESTMENT CLASS

Comments about the instructor:

- She was very nice and helpful and supportive. Always managed to put a smile on your face and to think positive.
- Secured me as a person! A real friend!
- Mrs. Saylor is a role model. She is a person who is always aware of everything happening with each student. And she looks and asks if she could help you in any way. She is enthusiastic in every thing she presents to the class and motivates students to try harder and be the best one could be.
- My instructor was very nice and helpful with all the students.

Comments about staff and or support services:

- Everyone was helpful and nice and very supportive.
- Communicative role models.... Active teachers...Supporters of every cause.
- They were nice with all the students.

SPRING 1999 (SECOND SESSION) SELF INVESTMENT COURSE

Comments about the Instructor:

- This is a good person
- He is an excellent instructor!
- I honestly believe he is one of the best educator's.
- He was (a) great instructor.

Program Suggestions for the Future:

- All I learned was good. The only thing was the PIC Interviewer seamed to not really care and that I was wasting her time.
- I had an excellent time.
- I believe that the Women In Technology course was the vest completed course I ever had! Also my educator Tony Cassagnol is the #1 Educator!
- .... That everyone could learn from this course.
- I'd like o thank Tony for the opportunity to be in this program with my friends and for my friends translating for me and not making feel bad and for being patient with me.

SUMMER 1999 SELF INVESTMENT COURSE

Comments about the Instructor:

- He was a good instructor that taught me a lot.
- He was a good teacher.
- OK. He is a good person and know(s) what he is doing.
- Very helpful and patient....was very helpful in finding my direction of my search (career exploration).

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- The instructor Tony Cassagnol was an exciting, cheerful, motivated individual. He was also attentive to your needs.
- A great person to talk to and very good at listening. I really appreciated everything from the bottom of my heart.
- I learned a lot. The materials were very useful. I can use them in the future.
- You are the best cool (est) instructor. Keep up the good job.
- Tony help so much with info, help w/scheduling/personal problems. I was very lucky to meet him.

Comments about VICA Activities:

- We had a lot of fun as well as it was very interesting yet we are glad to help with Operation Caretaker.
- All of them were great. We all volunteer (ed) for the program.
- OK. I liked everything.
- Helped me respect life.
- I hope people in this class helps more every year if they can. Ask to help before we leave on July 5, 1999.

Program Suggestions for the Future:

- We had a lot of fun, what can I say? I say keep this class going and the flute guy was cool. Maybe next course you could actually have a lunch time.
- Teacher was great, happy, very educated, and teaches great.
- Some audio tapes were boring. For me (it) is better to bring people who know about the course instead of watch (ing) boring videos. However I really enjoyed to be in this program because I was decided to quit from school, but right now I have more enthusiasm to study, I feel like (a) newborn and I'm sure I want. Thank-you all. I (will) never forget all of you.
- This class was very helpful to me. It is good to know that there are people that will take the time to listen and try to help. This class is perfect as is.
- I think this program was very useful. It gave you information in a variety of different topics. This program was really interesting.
- The whole program was beneficial. Everyone from the program was very friendly and helpful. I enjoyed this class a lot. It encouraged me to go to school everyday.
- I loved this program. I got to meet great classmates as well as friends and got the opportunity to develop my choices to a good start. I would recommend to everyone I see on the streets. Thank-you very much WIT!!!
  The staff really helped me get around. And answered all my questions. Everybody was friendly and gave me additional information. Thank You!
- You got everything down, but you should try to put in paper for other people in High School or job about the program WIT.
- WIT staff have been a blessing/ helpful to encouraging me in life and school! Thank You and God Bless You.
- The classes were very informative and I personally grew!!

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WOMEN IN TECHNOLOGY
EL PASO COMMUNITY COLLEGE
SELF INVESTMENT COURSE

GRADUATION

APRIL 30, 1999

3:30PM

PRESIDENTS CONFERENCE ROOM

AGENDA

- OPENING REMARKS: TONY CASSAGNOL, WIT, PROJECT OPPORTUNITY
  - INTRODUCTIONS - THANK-YOUs - EAGLES FLY HIGH
- WORDS OF ENCOURAGEMENT: VICTORIA DI BENEDETTO, COORDINATOR, WIT
- STUDENT EXPRESSIONS:
  - AMANDA RAMIREZ
  - NICOLE TERRY
  - CHRISTOPHER NEAL
- SPEAKER: JOAN McCOLLISTER, DIRECTOR, SPECIAL PROGRAMS
- AWARDING OF CERTIFICATES

REFRESHMENTS

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The Graduates

1. VERONICA LOZANO
2. NICOLE TERRY
3. DAVID W. LEE
4. ANDREW DUNVILLE
5. CHRISTOPHER NEAL
6. ROMERO LATHAM
7. AMPARO LOPEZ
8. PATSY PRINCE
9. AMANDA HILVIA RAMIREZ

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WOMEN IN TECHNOLOGY
PROJECT OPPORTUNITY
EL PASO COMMUNITY COLLEGE

SELF INVESTMENT CLASS
SUMMER II 1999

COMMENCEMENT

August 5, 1999

I WELCOME AND ACKNOWLEDGEMENTS TONY CASSAGNOL

II OPENING REMARKS VICTORIA DiBENEDETTO, COORDINATOR, WIT

III "FLIGHT OF THE EAGLE" TONY CASSAGNOL

IV PEER AWARDS LORI MULDNER, VICA PRESIDENT
- A. POSITIVE ATTITUDE DAVID JENKINS
- B. MOST ENCOURAGING SOLEDAD QUINTANA
- C. LEADERSHIP LORI MULDNER
- D. HELPING HAND LYNN F PICHARDO
- E. MOST IMPROVED RITA Y MARMOLEJO

V HIGHEST CUMLATIVE GRADE POINT AWARDS/ REMARKS TONY CASSAGNOL
- A HIGHEST JOSEFINA RODRIQUEZ
- B SECOND LYNN PICHARDO
- C THIRD PABLO ALVAREZ, JR

VI CERTIFICATE PRESENTATIONS
- A PABLO ALVAREZ
- B LUZ E ARELLANO
- C CARLOS M DOMINGUEZ
- D DAVID L JENKINS
- E RITA Y MARMOLEJO
- F LORI J MULDNER
- G LYNN F PICHARDO
- H SOLEDAD QUINTANA
- I JOSEFINA RODRIQUEZ
- J AURORA V AZQUEZ

VII REFRESHMENTS

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WOMEN IN TECHNOLOGY - OPPORTUNITY PROGRAM
STUDENT SURVEY SUMMARY

	SPRING '93	FALL '93	SPRING '94	FALL '94	SPRING '95	FALL '95	SPRING '96	FALL '96	SPRING '97	FALL'97	SPRING '98	SUMMER '98	FALL '98	SPRING A '99	SPRING B '99	SUMMER '99
TOTAL GRADUATES	18	13	16	9	12	18	13	11	7	4	10	12	7	2	9	10
Completed A.A.S. degree	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
Working in a Non-traditional Field	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0
Working in a Traditional Field	7	0	1	0	3	0	1	2	2	0	0	0	0	0	1	7
Attending EPCC	5	0	0	0	0	1	0	0	1	0	2	0	2	0	1	5
Transferred to UTEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown (Unable to Contact)	0	11	14	8	8	15	10	9	5	3	7	10	5	0	6	0
Not Working or Attending School	2	1	0	0	0	1	0	0	0	0	0	0	0	1	1	2
Not Working or attending School for Medical Reasons	0	1	0	0	0	0	0	0	0	1	0	1	0	1	1	0
Moved Out of Town	0	0	3	0	1	1	1	1	0	0	0	0	0	0	0	0

SUMMARY: The Women In Technology Opportunity Program began its bridge curriculum in Spring 1993. Since that time, to the completion of Summer 1999, a total of 171 students have completed the program.

Successful training of students include: students completing an Associates of Applied Science degree, still enrolled at El Paso Community College, working in non-traditional fields, employed in other areas or transferred to UTEP for baccalaureate degree. Of the 60 students contacted, two (1 %) have completed a A.A.S. degree, three (1 %) are working in non-traditional fields, twenty-four (40 %) are working in a traditional filed and seventeen (28 %) are still in school.

"Unknown" students constitute 65% of all students completing the program. These are students who are no longer attending classes at El Paso Community College, do not respond at a new or old address or have disconnected numbers. This mobile population of students has made producing more accurate reports difficult.

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